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ABSTRACT

This simulation allows students to learn about the history and culture of Islam and the Islamic world by "becoming" Muslims. There are five phases of the unit. Students are assigned to a city, choose an Arabic name, and become familiar with their group and responsibilities outlined in the Student Guide. In the introduction section, students take a pretest, read a short history of Islam, and learn about Muslim dress and customs. In the Caravan Days section, cities compete to answer quiz cards and collect Arabic money. Oasis Days gives time for students to complete several tasks required of every group in the simulation. In Festival Days each group presents its own festival project. The Islamic Bowl culminates the unit with each city providing contestants for a "college-bowl" type of activity. (EH)

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INTERACT
LEARNING THROUGH INVOLVEMENT

COMPLIMENTS OF INTERACT

ED 419 740

ISLAM

A simulation of Islamic history and culture

SO 028 772

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INTERACT
LEARNING THROUGH INVOLVEMENT

SAMPLE

ISLAM

A simulation of Islamic history and culture, 610–1100

TERRY HANDY, the author of ISLAM, has taught social studies for the past eight years at Judkins Middle School in Pismo Beach, California. While teaching current events, particularly those involving Muslim countries, he became convinced a simulation was needed to introduce students to how Islam has influenced the history of many countries. Relying on Western historians, Terry produced the first version of this simulation. Subsequently, Interact was informed by the Islamic Education and Information Center (San Jose, California) and by the Council of Islamic Education (Los Angeles) that errors of fact and interpretation occasionally occur in Western historians' presentations of Islam—at least from the Muslim point of view. Since the overriding purpose of this simulation is to provide students in American and other western countries with an accurate understanding of how Islamic beliefs influence Muslim behavior, we agreed to revise the original manuscript. Both Mr. Handy and Interact thank Yousef Salem and his associates at the Islamic Education and Information Center for their many suggestions.

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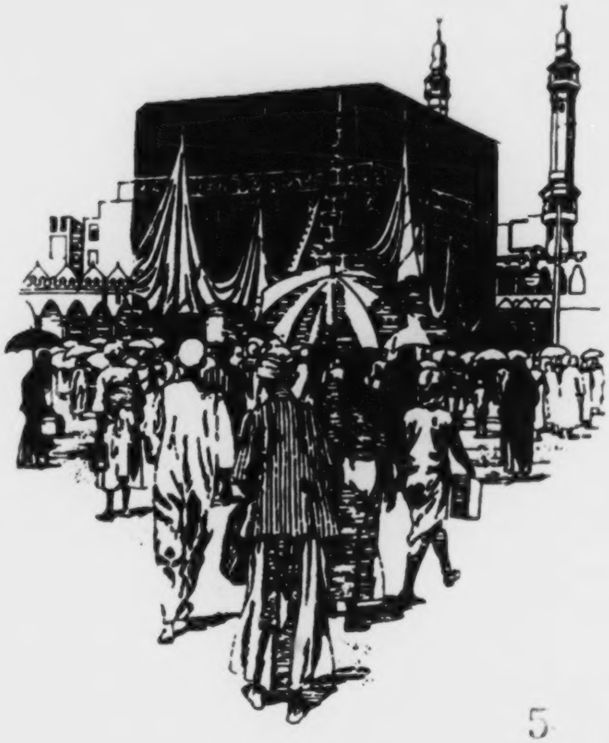
PURPOSE

In this simulation of the history and culture of Islam, your students will learn about the heritage of one of the world's great people and religions. As in all Interact activities, this simulation is designed to present the subject in an interesting and exciting way, while addressing the unique needs of a variety of students. Specifically, they learn about the religion of Islam and how it is similar to other religions; how Islam affected the history and culture of the Middle East; and how the Arabic and Muslim world have contributed to Western civilization.

The study of Islam is important for several reasons:

1. ***Islam is current*** The world today is indeed a smaller place. Now more than ever it is important to understand why countries act and react the way they do. Many Muslim countries are much more prevalent in what we used to think of as the Third World countries. With more than one billion believers, constituting one-fifth of the world's population, Islam can hardly be ignored.

2. ***Religion stirs emotions*** This simulation is designed to educate about Islam and the Muslim people. Wars have been fought over religion as much as any other reason. Prophet Muhammad is among the most influential people in history. Since Islam is one of the three great monotheistic religions, its historical and present-day richness and influence in the world should not be ignored.



3. ***Geographical literacy*** With the importance of the Islamic world as a growing center of trade and commerce and a major energy source, geography should play an ever-increasing role in our children's education. Many state educational frameworks emphasize geography as an important target area in the Social Sciences.

4. ***Cultural understanding*** Islamic and Arab culture has contributed greatly to western civilization. By understanding the history of Islam and the Muslims, we get a better understanding of how the West has evolved.

How will ISLAM work? For about three weeks (which can be increased or decreased), your students will simulate becoming Muslims. They will learn about the history and culture of Islam and the Islamic world. Your students will be assigned to a city, choose an Arabic name, and become acquainted with their group and individual responsibilities as outlined in the Student Guide. As a member of their city, they will compete in several phases of the simulation.

There are five phases of ISLAM:

- **Phase 1: Introduction** The first two days' activities introduce students to the unit's study by having them take a PRE-TEST, read a short history of Islam, and learn about Muslim dress and customs. They are also organized into six city groups, assigned roles, and given short descriptions of the activities to come in a two-page Student Guide.

- **Phase 2: Caravan Days** The caravan was an important way of life to early Arabia. Trade routes gave the Arabs an important door to the outside world. In this phase, cities compete to correctly answer Quiz Cards, collect Wisdom Cards, accumulate dirhams (Arabic money), and survive Bulletin Cards. Each Caravan Day concludes with groups completing their CARAVAN LOG, where members record facts learned and dirhams and Wisdom Cards collected.

- **Phase 3: Oasis Days** This phase, which is interrelated with Phase 2, gives groups an opportunity to learn and enjoy some cultural aspects of Islamic civilization. Groups are given time to complete several tasks which are required of every group during the simulation. Students learn the geography of the Middle East, learn about the Islamic Five Pillars of Faith by doing simulated activities, role-play historical caliphs while learning about the various stages of Islamic history, and, finally, learn about Prophet Muhammad either through role-play or lecture.

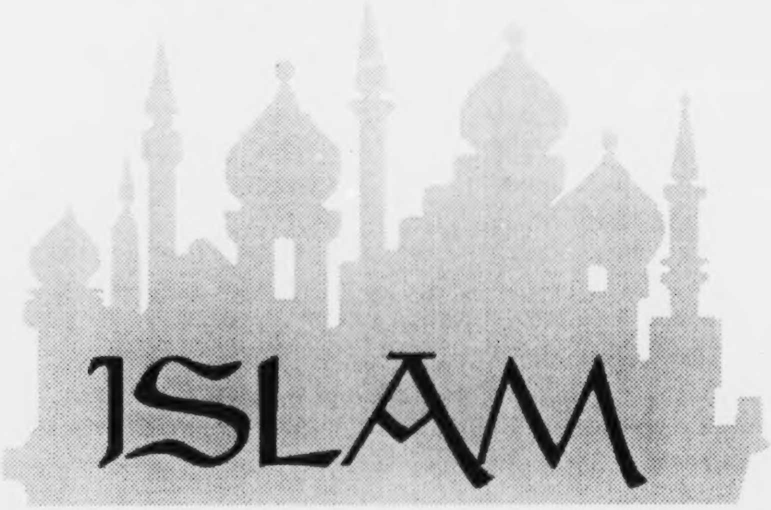
- **Phase 4: Festival Days** In this phase each group presents its own festival project. These presentations may include food, music, art, or other cultural aspects of the Islamic world, or they may involve other more traditional presentations. Whether it is lecturing on some aspect of Islamic history or a particular

OVERVIEW - 2

Islamic culture, role-playing scenes from Arab literature, reciting Persian poetry, playing Indonesian music, performing a Malaysian dance, making or serving Turkish food, or doing any other project having a particular Islamic culture as its base, students thoroughly enjoy this phase and, of course, learn much from one another.

- **Phase 5: Islamic Bowl** This phase culminates ISLAM. The six cities provide contestants for a "college-bowl" type activity. It is designed to review important information learned as well as provide an exciting ending competition to put one city "over the top." This bowl is usually followed by a unit test based on the same questions.

In summary, students are sure to learn much during ISLAM. While students focus on the history and culture of Islam, they also practice other skills. They will, of course, sharpen skills in critical thinking, speaking, listening, note taking, organization, cooperative learning, and writing. Their aesthetic side will also benefit by exposure to Islamic culture. They may build a mosque, perform a ritual coffee ceremony, compose poetry, design and present Islamic patterns and designs, choreograph a dance, or wear authentic fashions from different Islamic countries. But whatever they do, they will surely learn a great deal about one of history's great religions and people.



SETUP DIRECTIONS - 1

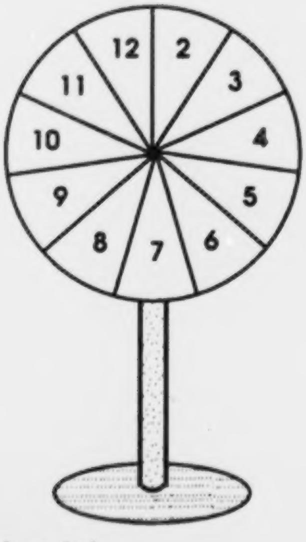
TEACHING TIP

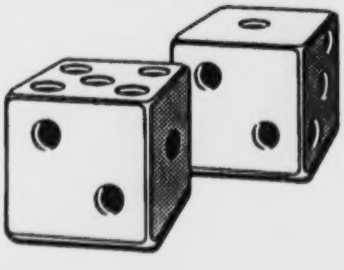
1. **Understanding the simulation** To give your students the full experience of ISLAM, it is vital that you read the entire simulation thoroughly. The extra time spent in fully understanding ISLAM will be more than made up in easing your own preparation, as well as enriching the student's experience. Try not to be overwhelmed by the simulation's size. Be sure to be thinking from the start about your student's ability level, time restraints, and possible adaptations you can make to make this activity more rewarding.

2. **Time calendar** This simulation is designed to fit your own time commitments. It can be used in a shorter or longer period and can be used as a supplement or as your regular geography, religion, or history unit. It is a simple matter to either drop one or more Caravan or Oasis days. Although there is a recommended order, you can insert the experiences in whichever order you prefer or even drop some entirely. Field trips, guest speakers, videos, and other activities naturally fit in any part of ISLAM. Although the complete simulation of ISLAM is recommended, you should feel free to adapt any part of the activity to your own priorities.

3. **Duplication** Depending on options and adaptations, duplicate the following in the number found in parentheses:
   - PRE-TEST (class set)
   - Student Guide (class set)
   - ISLAMIC NAMES (class set)
   - ID TAGS (one per student)
   - ARABIC ALPHABET (class set)
   - GLOSSARY (class set)
   - CLOTHING, CUSTOMS, AND PRAYER (class set)
   - Dirham—1s, 5s, 10s, 20s (sufficient amount)
   - ISLAM: A HISTORY (one per student)

4. **Caravan Day prop** Construct a wheel out of wood and cardboard which has segments for the numbers two through 12 (see diagram at left). As an option, use a pair of dice. See explanation for use under Caravan game procedure in Phase 2: Caravan Days.





SETUP DIRECTIONS - 2

Cairo ...
Jerusalem ...
Medina ...
Damascus ...
Baghdad ...
Cordova ...

5. **Student grouping** Place students into groups on Day 1. You should make the choice for who goes in what group. (You may also want to assign roles within each group.) Groups should be named after six early Islamic cities: Cairo, Jerusalem, Medina, Damascus, Baghdad, and Cordova. Each group should have a minimum of three students with a maximum of six. Each group should pick one student for each of these roles:
   - ***Caliph*** This student is the leader and spokesman of the city. To be historically accurate, this role should be played by a male.
   - ***Khazim*** This student is the banker of the city and alternate leader.
   - ***Kattib*** This student is the secretary of the group. He/she is to keep the city's CARAVAN LOG.

   The rest of the students in the group will be muwatins. This term means "citizen." Other grouping considerations are ability in academics, art, drama, organization, etc. Boy-girl numbers should be considered. Each group should have at least two or more capable students. Also, be sure to equally distribute less capable students.

6. **Room arrangement** Be as creative as possible in room arrangement. Although group work areas are required, you might consider removing as much furniture as possible. Rugs, carpets, pillows, and tapestries give extra flavor as well as Qu'ranic verses or proverbs on the walls (butcher paper). Possibly a small palm or date tree would give extra effect. You might create a small stage to use during the Introduction to Prophet Muhammad and Meet the Caliphs activities in Caravan Days and for the Islamic Bowl. City groups should be divided into separate parts of the room and each group's city banner could be hung up over the group. Butcher paper can also be used for keeping a running score on dirhams and Wisdom Cards accumulated by each city.

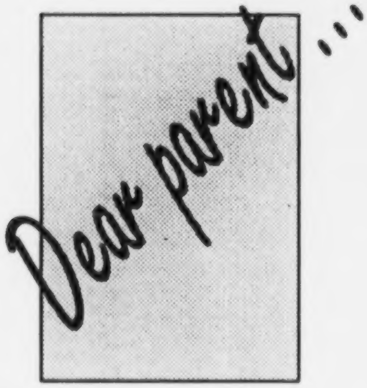
7. **Grading and dirhams** Individual grading for this simulation is entirely your decision. A good balance might be 50% for the final test, 25% for group participation (including Festival Day), and 25% for daily assignments during the activity. Dirhams are strictly for group competition and motivation. Dirhams earned each day should be recorded on the daily CARAVAN LOG by each group's kattib and turned in before leaving (spot check this). Wisdom Cards should also be

collected and the number recorded by category in the CARAVAN LOG. A better option: Run a class set of dirhams and Wisdom Cards for each class and have each group leave these along with the CARAVAN LOG in the group's folder at the end of each day.

Dirhams can be earned from the following:

- correct answers on Quiz Cards
- favorable Bulletin Cards
- selling of Wisdom Cards during Bazaar
- homework or quiz accumulation
- proper Arabic dress
- various Oasis Day activities, including Festival Projects

8. **Rivalries** Competition can really motivate. Rivalries and group loyalty will be immediate. Use this to stimulate learning. Take advantage of this competition, but always insist on appropriate behavior. You may want to reward groups or correct poor behavior by adding or subtracting dirhams or Wisdom Cards.


Dear parent ...

9. **Parent communication** Before the simulation begins, seriously consider sending home a letter describing your students' future experiences. Encourage parents to help their student in as many ways as possible. Parental assistance in helping a student or group with their outfits, transporting kids to the library, preparing Arabic food, or just being aware of the simulation can make their child's experience more rewarding. Be very clear in your objectives of teaching about Arab and Islamic culture. Explain carefully as you would wish an Islamic teacher to explain his teaching of other faiths to his Muslim students. Try to teach the subject in a non-threatening, secular way. Be sure to emphasize that Islam is a religion which has influenced the works and contributions of millions of non-Muslim people; therefore it is important for historical reasons, not just religious ones.

10. **Correct spelling** Because this simulation is about learning to respect Islamic culture, the author has used the preferred spelling of certain key Islamic terms: *Muslim* for Moslem, *Muhammad* for Mohammed, *Makkah* for Mecca, and *Qur'an* for Koran.

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OVERVIEW CHART

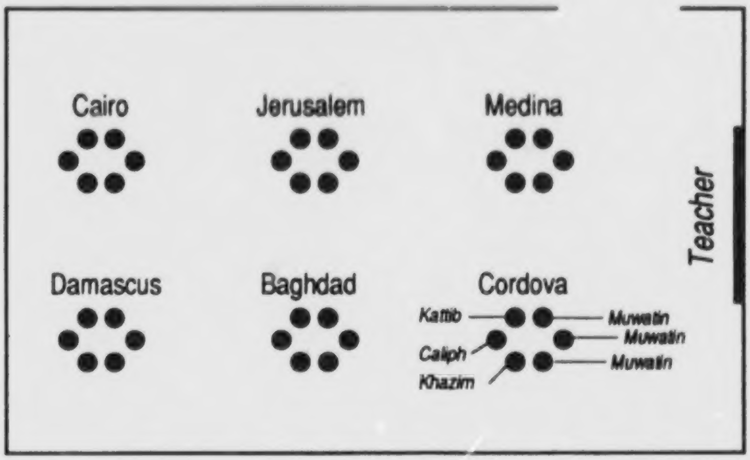
Before Phase 1 PRE-TEST (See page 1:9)	Phase 1: Introduction Student Guide Organize cities Assign ISLAM: A HISTORY for overnight study **1**	Phase 2: Caravan Days → CARAVAN LOG Discuss Caravan game procedure **2**	GEOGRAPHY ASSIGNMENT map Explain RACE TO MECCA map by covering the rules **3**	Phase 3: Oasis Day Explain Festival Days Group members choose projects Begin the 5 PILLARS OF FAITH **4**
Phase 2: Caravan Day Continue the Caravan game Introduce the Bazaar **5**	Phase 3: Oasis Day Work on the 5 PILLARS OF FAITH Select role players for MEET THE CALIPHS on Day 8 **6**	Phase 2: Caravan Day Continue the Caravan game Possibly work on the 5 PILLARS OF FAITH Have a Bazaar **7**	Phase 3: Oasis Day MEET THE CALIPHS **8**	Phase 2: Caravan Day JEOPARDY IJTIHAD **9**
Phase 3: Oasis Day INTRODUCTION TO PROPHET MUHAMMAD Work on Festival projects **10**	Phase 4: Festival Projects → Cities 1-3 give their performances **11**	Cities 4-6 give their performances **12**	Phase 5: Islamic Bowl Quiz Cards **13**	Final Test(s) **14**

Phase 1: Introduction (Day 1)

Before Day 1 begins, do several things:

- Rearrange the classroom to accommodate the six separate groups. (Decide where you will place each city.)
- Choose group members

Here is an example of how you might arranage your groups in your classroom.

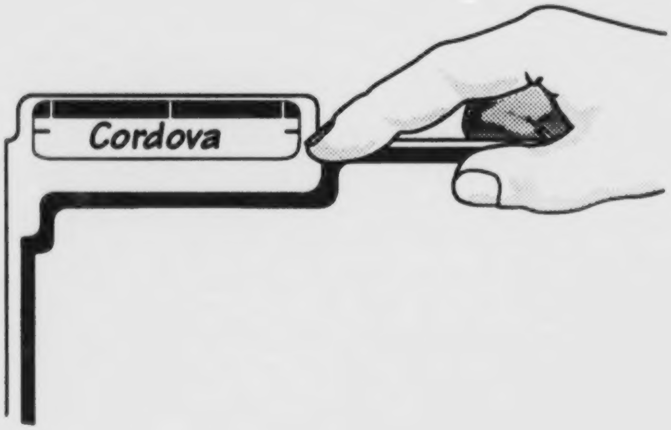


- Duplicate all forms as outlined in Phase 1: Introduction.
- Collect props.
- Communicate with parents and administration.
- Distribute the PRE-TEST. Evaluate the students' answers. Answer key: 1-a, 2-b, 3-a, 4-d, 5-a, 6-c, 7-a, 8-c, 9-a, 10-d, 11-b, 12-d, 13-c, 14-a, 15-c.

Day 1 (All "days" in ISLAM teaching directions are keyed to numbered "days" 1-14 on the Overview Chart.)

1. Distribute Student Guides. Choose good readers to read aloud as others read silently. Briefly discuss their roles during ISLAM.
2. Place students into cities and allow students to choose roles (monitor this!). See Setup Directions #5.
3. Distribute the ISLAMIC NAMES and the ID TAGS. Have each student choose a name and write it on their name card. (Option: Supply card stock or tag board so students can make up their own name tags and designs.) Once laminated, the nametags should be worn around the students' necks or pinned to their clothes each day.
4. Hand out the ARABIC ALPHABET. Explain that the alphabet is read from right to left. Suggest that students use the letters of the alphabet in the design of the war banners for the kalima part of the FIVE PILLARS OF FAITH assignment.

5. Hand out the GLOSSARY. Go over the pronunciation of the terms and people. Perhaps you could put five terms and/or people on the board each day to be learned and quizzed on until all 35 are mastered. Include most of them on a final exam. Before you do, however, make sure you integrate them into ISLAM's daily lessons. Much of this information is on the Wisdom Cards.
6. Distribute the CLOTHING, CUSTOMS, AND PRAYER sheet.
7. Explain and discuss group and individual responsibilities.
8. Distribute 20 dirhams per group.
9. Discuss grading of ISLAM.
10. Assign ISLAM: A HISTORY. Each student should read this as homework the first night.
11. If time, have each group start work on their city banner which identifies each city's name.
12. Each group should design a folder with two pockets in which to keep logs, dirhams and Wisdom Cards. Keep the folders in the classroom and distribute each day.



PRE-TEST

Directions: Circle the letter before the best answer for each of these 15 questions:

1. Which religion is the second largest?
   a. Christianity
   b. Hinduism
   c. Islam
   d. Judaism

2. People who believe in Islam are called:
   a. Christians
   b. Muslims
   c. Arabs
   d. Jews

3. The most important person in the Islamic religion is:
   a. Prophet Muhammad
   b. Jesus
   c. The Virgin Mary
   d. Moses

4. The city which is important to three great religions is:
   a. Istanbul
   b. Cairo
   c. Baghdad
   d. Jerusalem

5. A sacred city to Islam is:
   a. Makkah
   b. Tunis
   c. Constantinople
   d. Paris

6. The holiest book of Islam is called:
   a. the Bible
   b. the Talmud
   c. the Qur'an
   d. the Vedas

7. The oldest of the following religions is:
   a. Judaism
   b. Islam
   c. Christianity
   d. Hinduism

8. Muslim leaders are called:
   a. sunnis
   b. ramadans
   c. caliphs
   d. muwatin

9. Most Muslims in the Middle East are:
   a. Turks
   b. Indian
   c. Africans
   d. Arabians

10. Muslims live in the continent of:
    a. Asia
    b. Europe
    c. Africa
    d. all of the above

11. In which language do all Muslims pray and read the Qur'an regardless of their nationality?
    a. English
    b. Arabic
    c. Greek
    d. none of the above

12. The Middle East was the birthplace for:
    a. Christianity
    b. Islam
    c. Judaism
    d. all of the above

13. An important export of several Arab countries is:
    a. rice
    b. coal
    c. oil
    d. wheat

14. A Muslim place of worship is a:
    a. mosque
    b. church
    c. synagogue
    d. temple

15. Prophet Muhammad perfected Islam in this period:
    a. 1000-550 B.C.
    b. 1620-1650
    c. 570-632
    d. 32-210

ISLAM

A simulation of Islamic history and culture, 610-1100

Student Guide

Introduction

You are beginning a simulation of the history and culture of Islam. It is important to study the origins of this religion and how it has affected mankind. The study of religion is one of the most important aspects of what shapes the history, culture, and contributions of a great civilization. It is impossible to study Islam without understanding the relationship between the teaching of Prophet Muhammad and the entire Mid-Eastern culture. It was the early Muslims, primarily the Arabs, who shaped the future of a wide area of Europe, Africa, and Asia. Muslim contributions are extraordinary in art, architecture, philosophy, science, mathematics, government, and, of course, religion.

From the beginning, you and your classmates will become Muslims. You will be a member of a caravan starting from a trading center based around an Islamic city. The task of each caravan group is to be the first group to complete a pilgrimage to Makkah, the holiest of Islamic cities, with the most amount of dirhams (Arabic money). This pilgrimage or "hajj" is a requirement of all faithful Muslims once in their lifetime. During your journey, you will travel in caravans, enact generosity and hospitality, engage in trade, dress up as a desert nomad or Bedouin, eat authentic food from the Islamic world, build Islamic structures, produce poetry, create works of art, and race to be the first caravan to reach Makkah.

Goals

Just as Muslims value education and knowledge, so should you. Your participation in this simulation is important to your own personal enrichment, to your group, and, indeed, to your entire class' enjoyment. Your goals should be learning a great deal about Islam and its culture, striving for group success, and having a memorable time while you are experiencing the simulation.

Length and Phases

This simulation lasts from 10 to 15 days, depending on your teacher. Your teacher, because of time constraints, may decide to do the short version, but hopefully time will permit you to enjoy this simulation over the whole 15 days. The simulation has five phases, each divided into several experiences. Your teacher may decide to do all or part, depending on the time.

Introduction (Phase 1)

First you will read a short history of Islam, be briefed on coming assignments, be placed in one of six Middle Eastern city groups, and pick an Muslim name. In addition, you will receive a specific role to play inside the group such as, **caliph** (the leader), **khazim** (the banker), **kattib** (the secretary), or **muwatin** (the citizen).

Caravan Days (Phase 2)

The caravan was an important way of life to many early Muslims. In this phase your group or city will compete with other groups to collect as many dirhams (the name of value points awarded for doing well on Quiz Cards) and Wisdom Cards as possible. You may also be attacked by a rival city or be a victim of a Bulletin Card which describes a good or bad desert experience. These dirhams and Wisdom Cards will be used later as your group tries to be the first to conclude the sacred pilgrimage to Makkah. Finally, the class will occasionally become a Bazaar (marketplace) where you can look for bargains in buying and selling Wisdom Cards from other groups.

Oasis Days (Phase 3)

These cultural days, interspliced with the Caravan Days, allow you to earn more dirhams by completing projects with other group members. One important Phase 3 activity is learning Islam's Five Pillars of Faith by imitating a requirement of each Pillar. Also, your group will work together on such projects as building a mosque, creating a map or timeline, or working on other group assignments to learn about Islamic history and the Islamic faith. You will meet, in addition, several important caliphs in Islamic history and have the opportunity to interview them in the MEET THE CALIPHS activity. Finally, during the most important event, you will listen to a companion of Prophet Muhammad explain about Muhammad's life, his teachings, and his influence on the world today.

Festival Days (Phase 4)

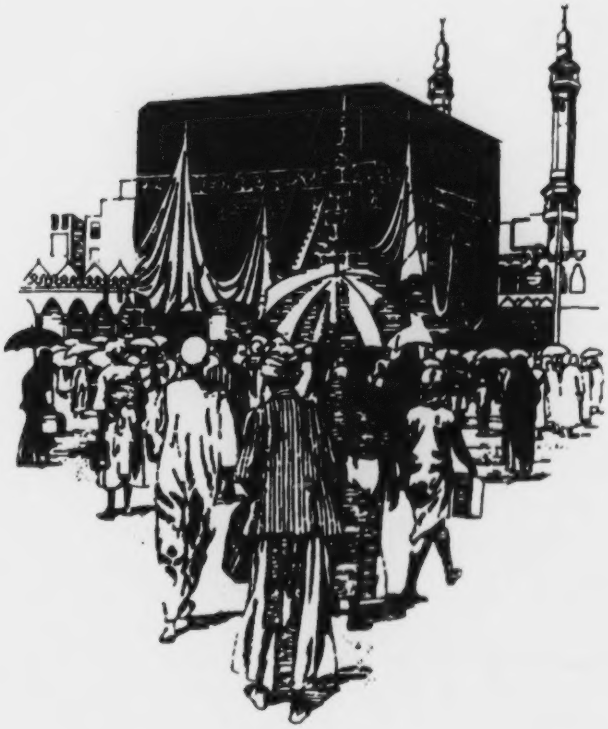
During Festival Days, each group will present a research project from an extensive list. These projects require you to complete several interesting tasks which will culminate in a group presentation of your choosing during "Festival." You will possibly decide to serve food from the Islamic world, play Middle-Eastern music, present a Middle Eastern dance, explain and wear Islamic clothing, or do any one of many different options. This presentation is not only a good peer teaching experience for you, it is also great fun and, likely, will become a major part of your grade during ISLAM.

Islamic Bowl (Phase 5)

Your group will have one final chance to collect dirhams by competing against rival groups during the Islamic Bowl—a sort of World Series of Islamic knowledge. Here you review the knowledge you have learned in the last three weeks, as well as help your group gain enough dirhams to complete your pilgrimage and win the race. This final activity reviews information which will be used during a possible final test on Islam. (A unit test consisting of questions based on those asked during the Islamic Bowl activity, plus possibly an essay question or two, ends the unit.)

Other responsibilities

During ISLAM you will have several important responsibilities. Working in your group as a responsible member is important to you and your group. Attendance, punctuality, and sharing group work all help to insure you and your group a good experience. Dressing as a Muslim and trying to be involved will increase your learning and enjoyment. Finally, trying your best at all tasks will guarantee you an excellent grade and a more enjoyable time.



Today the Arab world is not isolated; it is interrelated with other countries throughout the globe.

Surprises

As Muslims during the time of Prophet Muhammad, you will be affected by Bulletin Cards which will aid or hinder your progress on your pilgrimage. You could be attacked by a rival tribe, misdirected by a "jinn" (devil), or confronted by a severe dust storm. You could sell a valuable cargo, make a pilgrimage to Makkah, or host a dignitary. Whatever you experience, you should find this simulation to be exciting and challenging.

Debriefing

With so much information, what is important? Your teacher and group members will help you organize the key information you need to truly understand Islamic culture. Given the historical and present-day importance of the Islamic World, it is very important that you ask questions if you don't understand something brought up in this unit.

Good luck!

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ISLAMIC NAMES

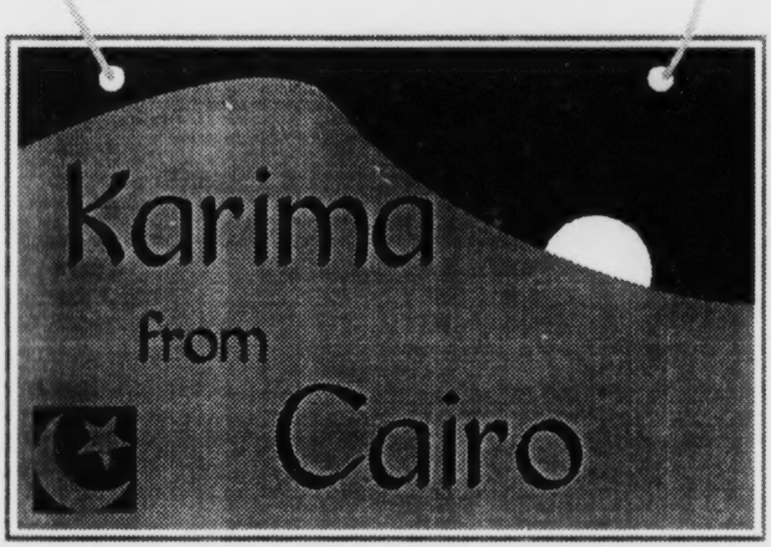
Directions: Meet in your city and choose a name for each of you. Then neatly print your name and city on your ID tag, which you then wear around your neck while in class. See example below.

Men

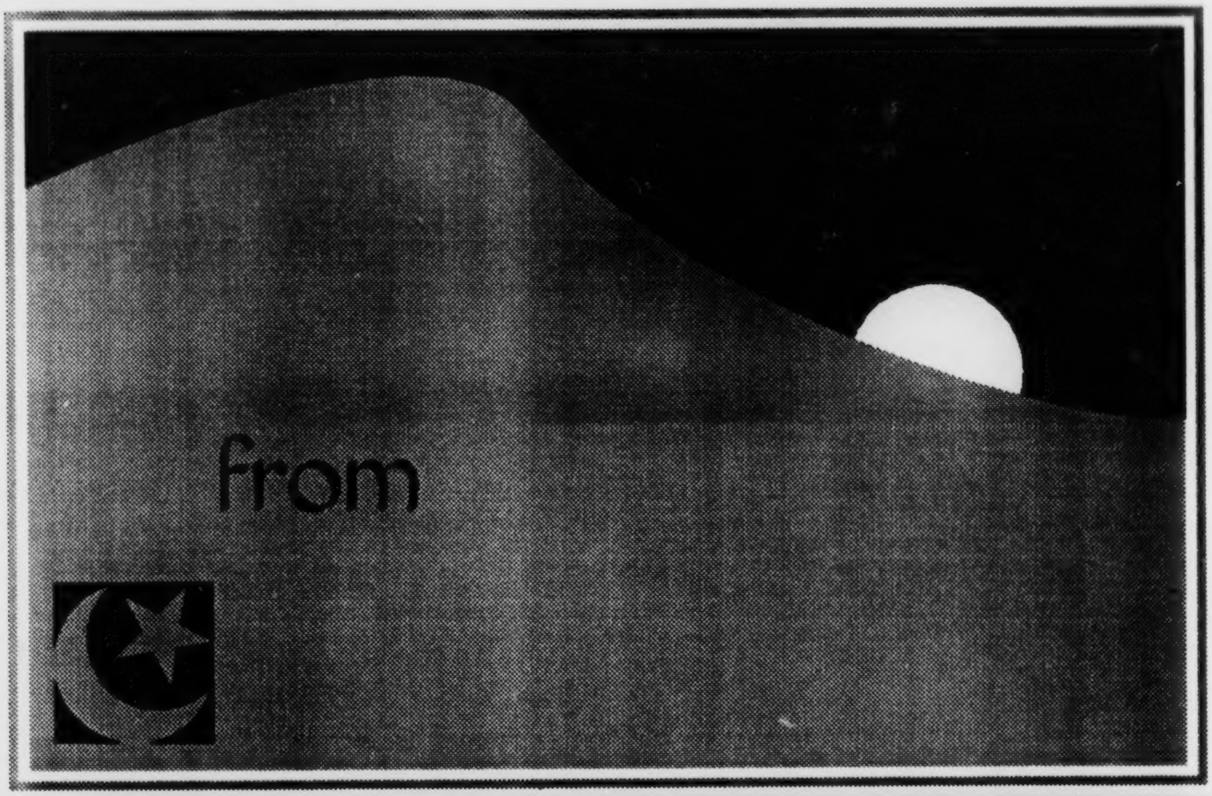
1. Abdallah
2. Khalid
3. Hassan
4. Hamza
5. Ibrahim
6. Affat
7. Yousef
8. Awkal
9. Sabri
10. Ahmad
11. Yahya
12. El-Muntasir
13. Harun Er-Rashid
14. Ali Nur-Ed-Din
15. Zain
16. Adam
17. Ibn Hisham
18. Azadeh
19. Al-Masudi
20. Hunain ibn Ishaq
21. Muzammil
22. Suleiman al-Tajir
23. Abu Hanifa
24. Abu Bakr
25. Ibn Sina
26. Hamid
27. Mahmood
28. Ismail
29. al-Ghazali
30. Ishaak

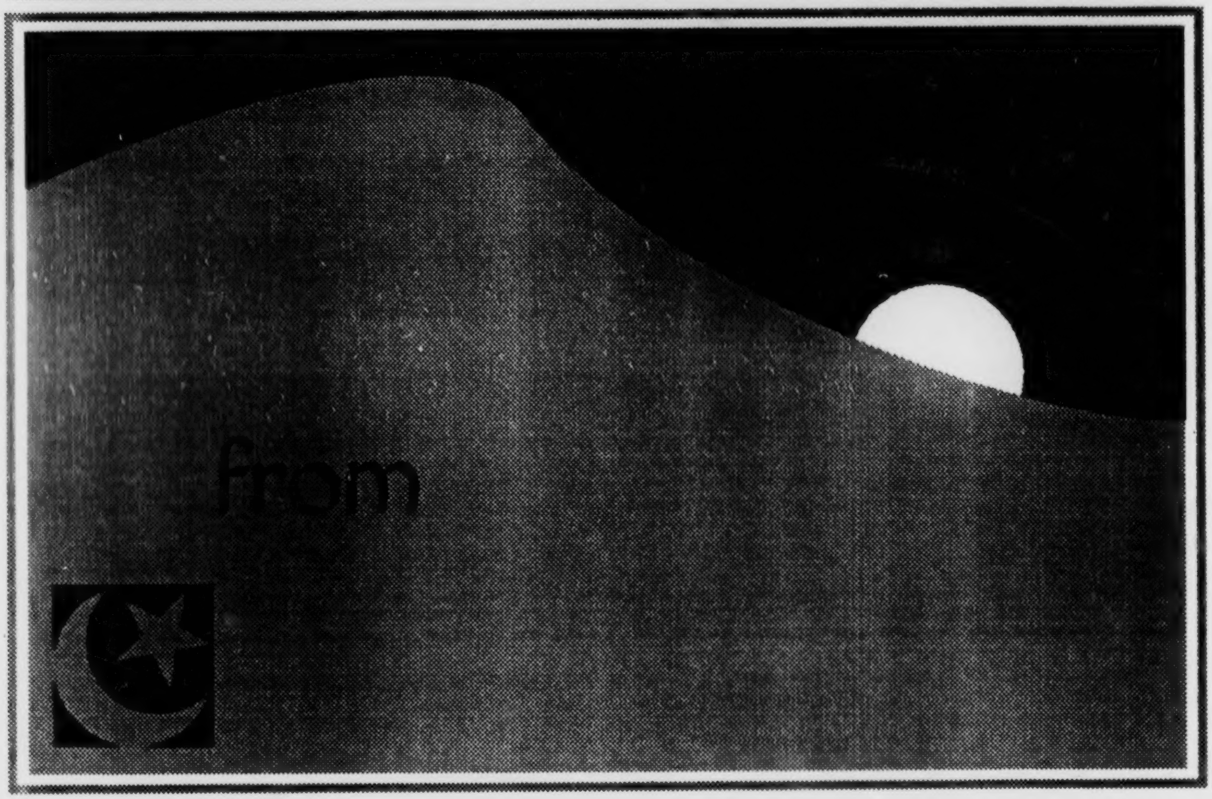
Women

1. Karima
2. Maryam
3. Noor
4. Ameena
5. Fatimeh
6. Samina
7. Huda Shaarawi
8. Aisha
9. Nabeela
10. Samira
11. Aziza
12. Hamida
13. Nadia
14. Basima
15. Alifa
16. Majda
17. Soraya
18. Camillia
19. Aida
20. Najeeba
21. Laila
22. Suhaila
23. Jenan
24. Farah
25. Hanna
26. Rabia
27. Farida
28. Saara
29. Amaan
30. Muna



ID TAGS





Arabic Alphabet

alif ا	beh ب	teh ت		
theh ث	jim ج	ha ح	kha خ	dal د
dhal ذ	ra ر	zin ز	sin س	shin ش
sad ص	dhad ض	ta ط	dha ظ	ain ع
ghain غ	feh ف	qaf ق	kaf ك	lam ل
mim م	nun ن	heh ه	wow و	yeh ى

Arabic alphabet activities:

You can use the above alphabet to earn dirhams in two ways:

1. Practice the calligraphy of this alphabet by writing on plain paper as many of the above Arabic symbols as you wish—as neatly as you can—from right to left. *Show to your teacher.*
2. Having done #1, get a large sheet of butcher paper or poster board and decorate it with large, Arabic alphabet symbols in several colors. Muslims decorate both artistic objects (e.g., rugs, bowls, lanterns) and many religious buildings (e.g., mosques) with these symbols. *Show to your teacher and hang or post in your city area.*

Ramadan

GLOSSARY - 1

Directions: Your teacher will go over the definitions and pronunciations of these Islamic words. Study them. Be prepared for daily quizzes to master the terms and people. This knowledge will help you to answer the Quiz Cards.

Terms

1. ***Qur'an*** (koo-RAN), also Koran (ko-RAN), the holy book of Islam
2. ***Hadith:*** (ha-DEETH) sayings and traditions of Prophet Muhammad
3. ***Shi'a:*** (SHEE-a) branch of Islam in which Muslims believe Prophet Muhammad's son-in-law (also cousin) Ali was the rightful leader after Prophet Muhammad's death
4. ***Sunni:*** (SOONI) branch of Islam in which Muslims believe Prophet Muhammad's father-in-law Abu Bakr was the rightful leader after Prophet Muhammad's death
5. ***Mosque:*** (MOSK) Muslim house of worship
6. ***Minaret:*** (min-eh-RET) tower from which Muslims are called to prayer
7. ***Muezzin:*** (moo-IS-in) calls the faithful to prayer from a minaret
8. ***Caliph:*** (KAY-lif) successor or leader
9. ***Jihad:*** (ji-HAD) to struggle against oppression
10. ***Kaaba:*** (KA-ba) Islam's holiest shrine, located in Makkah
11. ***Kafir:*** (KA-fir) unbeliever
12. ***5 Pillars of Faith:*** five duties all Muslims must fulfill
13. ***Ramadan:*** (ram-eh-DON) holy month of fasting for Muslims
14. ***Dromedary:*** (DROM-e-dar-e) single-humped camel
15. ***Muslim:*** (MUS-lim) one who submits to the Will of God
16. ***Bedouin:*** (BED-oo-win) desert nomad
17. ***Islam:*** (Iss-LAHM) name of second largest religion in the world today; means "submission to God's Will"
18. ***Arabic:*** (AIR-uh-bick) language of the Arabs
19. ***Allah***: (Al-LAH) Arabic word for God
20. ***Allahu Akbar:*** (Al-LAH-ou AK-bar) Arabic words for "God is great"
21. ***Monotheism:*** (MON-eh-thee-iz-em) practice of religion where there is only one God
22. ***Hajj:*** (HAJ) Muslim pilgrimage to Makkah
23. ***Pilgrimage:*** (PILL-gra-mij) a holy journey
24. ***Caravan:*** (CARE-a-van) a company of travelers, especially of merchants or pilgrims
25. ***Oasis:*** (oh-A-sis) a fertile place in the desert where there is water and trees

GLOSSARY - 2

Muhammad

People

1. ***Muhammad:*** (moo-HAM-ed) God's final prophet who perfected Islam, 570-632
2. ***Abu Bakr:*** (a-BOO BAK-er) first caliph of Islam
3. ***Omar Khayyam:*** (O-mar ki-YAM) Muslim poet who wrote the *Rubaiyat*
4. ***Ali:*** (A-lee) Prophet Muhammad's son-in-law; a leading figure in the Shi'a branch of Islam
5. ***Ibn Sina:*** (IB-en SEE-na) great Muslim scientist, 980-1037
6. ***Muawiya:*** (MOO-ah-wee-ya) caliph of Umayyad Dynasty, 661-680
7. ***Abd al Malik:*** (AB-dool MAY-lik) caliph of Umayyad Dynasty, 685-705
8. ***al-Mansur:*** (al-MAN soor) second Abbasid caliph, 754-775
9. ***Harun al-Rashid:*** (HAROON al-RASHID) fifth Abbasid caliph, 786-809
10. ***Abd al-Rahman III:*** (AB-dool RAH-man) caliph who ruled the western Islamic Empire, 912-961

Phrases

1. ***Assalam aleikoom:*** (salam oo-ALAY-kum) Peace be with you
2. ***Wa aleikoom assalam*** (wa oo-ALAY-kum salam) And may peace be with you
3. ***Ismi:*** (ISMI) my name is
4. ***Ma'assalama:*** (MA-a SALA-ma) Go with peace
5. ***Shookran:*** (SHUK-ran) thank you
6. ***In sha Allah:*** (IN sha AL-LAH) God willing

CLOTHING, CUSTOMS, AND PRAYER - 1

Since ISLAM is an activity simulating the life of a Muslim from any of the many Islamic countries, it is important to try your best at simulating Islamic dress and culture.

Dress

As in other cultures, appropriate clothing is worn, according to the dictates of climate, occasion, etc. Boys could wear an Islamic head covering or "kaffiyah" which is characteristic of some ethnic styles. It is held in position by a head cord or "agal." Any large rectangular piece of cloth such as a large handkerchief will do. The cord can be a common athletic headband. A thin cotton cloak or "abba" can also be worn. For girls, a long-sleeved dress or "chador" can be used and the head covered by a scarf. Both Muslim males and females dress modestly, especially in public, therefore loose fitting clothing that reveals only one's face, hands, and feet is customary in Islamic countries. If a parent or student is good at sewing, a possible extra activity would be to use an appropriate common design or pattern for everyone in a group. This could really build group loyalty.

Customs

It is customary for Muslims to eat, offer or receive something with their right hand, and to enter homes and rooms with the right foot. The exception is the bathroom, which is entered with the left foot first and exited with the right foot.

In many Islamic countries a husband usually walks several paces ahead of his wife and family. This custom is carried on from earlier days when people were being bitten by poisonous snakes and scorpions that buried themselves just below the surface of the sand for protection from the hot sun. This custom was to protect the family. This led to an acknowledgment of the family's respect for the husband's/father's courage.

As you portray Muslims in ISLAM, try using phrases in speech such as "in sha Allah" or "God willing." Study other common phrases given in the GLOSSARY and incorporate them into your speech during ISLAM. Furthermore, try a typical Muslim gesture where the right hand moves solemnly from a handshake and is placed open across the heart to express sincerity. Although you should not simulate Islamic prayer as it is explained on the next page, you should study its steps and meaning in order to understand the sacred nature of the ritual.

Efforts such as these can make your time during ISLAM much more rewarding.

CLOTHING, CUSTOMS, AND PRAYER - 2

Islamic prayer

Muslims pray five times a day facing the holy city of Makkah. Prayer may be recited at a mosque, at home, or even on the street. Preparations include ritual washing and the removal of shoes.

... the Muslim prays five times a day facing the holy city of Makkah: at first light, noon, mid-afternoon, sunset, and total darkness.

Steps in prayer Prayer time is before daybreak, shortly after the sun's zenith, mid afternoon, just after sunset, and at night before retiring. Two to four rakaats (prostrations of prayer in Arabic and postures) are performed.

Prayer rug Many use small prayer rugs laid so the design points to Makkah, but any clean cloth or surface will do.

Clothing Prayer requires modest, clean, clothing that is free from impurities.

The fatiha The opening sura (chapter) in the Qur'an that is recited at every daily prayer either silently or aloud, depending on the time of day that prayer is performed. All Muslims offer prayers in Arabic regardless of their native language:

This translatlion of the fatiha is by Abdallah Yusuf Ali.

"In the name of God, Most Gracious,
    Most Merciful.
Praise be to God, The Cherisher
    and Sustainer of the Worlds;
Most Gracious, Most Merciful;
Master of the Day of Judgment;
Thee do we worship,
And Thine aid we seek,
Show us the straight path,
The way on those whom Thou
    hast bestowed Thy Grace.
Those whose portion is not wrath,
And who go not astray.
                Amen." •

In the name of God,
the Merciful,
the Compassionate
1 one Dirham 1

In the name of God,
the Merciful,
the Compassionate
1 one Dirham 1

In the name of God,
the Merciful,
the Compassionate
1 one Dirham 1

In the name of God,
the Merciful,
the Compassionate
5 five Dirhams 5

In the name of God,
the Merciful,
the Compassionate
5 five Dirhams 5

In the name of God,
the Merciful,
the Compassionate
5 five Dirhams 5

In the name of God,
the Merciful,
the Compassionate
10 ten Dirhams 10

In the name of God,
the Merciful,
the Compassionate
20 twenty Dirhams 20

ISLAM: A HISTORY - 1

"In the name of Allah..."

Introduction

In the Name of God, Most Gracious, Most Merciful.

These words are called the exordium, or passage, which is the start of every sura, or chapter, (except the ninth) in the Qur'an, the holy book of Islam. It is recited often, including every time a Muslim eats or drinks, begins a journey, and enters a building. Though this simulation is about the history and culture of the Arabs, it is impossible to understand it without understanding the influence of Islam. Today with more than a billion believers, Islam is the world's second largest religion. Only Christianity is larger. Prophet Muhammad has been called the most influential man in history. With this much influence, the religion of Islam cannot be ignored.

Arabia The area in southwest Asia, between the Red Sea and the Persian Gulf, is called the Arabian Peninsula. The people who live there are known as Arabs. Largely a desert region, the peninsula stretches for about a million and a quarter square miles. Some areas, such as Yemen, feature well-watered fertile mountains in its interior.

Bedouins Before and after the establishment of Islam, many Arabs were Bedouins, or nomads of the desert. Bedouins lived in tents woven from goat or camel hair and spent most of their time traveling in the desert in search of good grass and water for their herds of camels, sheep, and goats. Bedouins also staged raids on other desert peoples and fought over pastures and wells. Arabs also were farmers, craftsmen, and merchants. Today, Bedouins are but a small minority of the Arab population, as most Arabs live in cities and surrounding urban areas.

Religion Before God revealed His message to Prophet Muhammad, the Arabs worshiped many gods. They believed spirits dwelled in rocks and trees. Arabs sometimes made statues of their gods. Each Arab town and tribe believed in different gods and basically did what they thought was right. There were organized religions in this region, however. Judaism and Christianity had been present in Arabia for several centuries. Jews and Christians had participated in many caravans and their influence was strong throughout the Arabian peninsula. This was Arabia in 570, the year in which the Prophet Muhammad was born.

Muhammad—the prophet of Islam Prophet Muhammad was born in 570 in Makkah which is located about halfway down western Arabia near the Red Sea. During Prophet Muhammad's time, it was an important trading stop between the Arabian Sea and the Mediterranean Sea. Prophet Muhammad's father died a few months before he was born. When Prophet Muhammad was six, his mother died, and he was raised by his grandfather and eventually by his uncle, Abu Talib. As a young man, Prophet Muhammad traveled in trading caravans between Makkah and Syria.

Angel Gabriel directs Prophet Muhammad When Prophet Muhammad was 25, he married Khadija, a rich widow. Prophet Muhammad became very successful in the caravan business and was known for his honesty and wisdom. Prophet Muhammad, however, was troubled by the drinking, gambling, and corruption in Makkah and other Arabian cities. While meditating in a cave in the desert, he had a vision of an angel. He was told by the angel Gabriel to be the apostle of God and to "warn" the people. From this date, around 610, Prophet Muhammad spent the rest of his life preaching the faith of Islam. At first people laughed at him, but eventually Prophet Muhammad became an important religious leader in the region. In 622 he migrated to Medina, a central event in the establishment of Islam. Eight years later he led an army into Makkah; the city surrendered without bloodshed. He destroyed the idols inside the ancient Kaaba. Makkah was now the center of Islam, and Prophet Muhammad was the leader. God's revelations were written down over a period of 23 years which today constitutes the Qur'an, the holy book of Muslims. When Prophet Muhammad died in 632, Islam was a religion about to shake the foundations of the Asian, African, and European worlds.

ALLAH

... submission to God ...

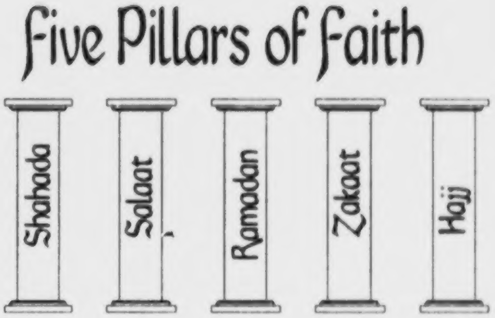
Muslims There are more than one billion Muslims—the fastest growing group in the world today. More than 40 Islamic countries have populations with between 70% to 100% Muslims. Africa has the largest number of Muslims; followed by India. The biggest predominantly Muslim country is Indonesia. Only about 18 percent of the world's Muslim population is Arab. Although Muslims from many different countries speak different languages, they all recite prayers and read the Qur'an in Arabic. Traditional Islamic customs and names are shared in different countries.

ISLAM: A HISTORY - 3

Islam The word Islam in Arabic means "submission to God." People who believe in Islam are called Muslims. Just as Christians and Jews believe the Bible is the word of God, Muslims believe the word of God, or Allah, is written down in the Qur'an, the holiest book of Islam. The Qur'an is a book of teachings of Allah whose word Muslims believe was revealed to Prophet Muhammad over a period of 23 years. In the Qur'an are listed all the details of how to become a good Muslim. Also important for every Muslim is the Hadith, the remembered sayings and traditions of Prophet Muhammad. The Hadith, written during Islam's first two centuries and compiled in various collections, gives further direction to all Muslims as a guide to conduct, behavior, and a proper way of life.

Five Pillars of Faith Central to being a faithful Muslim is the Five Pillars of Faith—or five important duties of a faithful Muslim.

- ***Shahada*** Profession of one's faith publicly that there is only one God, and Muhammad is his prophet
- ***Salaat:*** Prayer five times daily facing Makkah
- ***Zakaat:*** Charity or alms for the poor
- ***Ramadan:*** Fasting during the ninth month of the Islamic Calendar
- ***Hajj:*** Pilgrimage (religious journey) to the city of Makkah (in present-day Saudi Arabia) once during a Muslim's lifetime if he/she is financially and physically able to do so. During the Hajj, Muslims are required to visit the ancient shrine of the Kaaba. The Kaaba is a large cubelike structure in the center of the courtyard of the Holy Mosque in Makkah. The Kaaba, originally built by Adam as the first building to glorify God, was later rebuilt by Abraham and his son Ismail. Muslims circumambulate around the Kaaba, beginning at the corner in which the Black Stone is placed. It is the most sacred shrine of Islam.



Other religions The religions of Islam, Christianity, and Judaism have many similarities. All three believe in only one God, heaven and hell, in many of the same moral standards, and in many of the same historical figures such as Abraham, Moses, and Jesus. Christianity has split into three main divisions: Protestant, Roman Catholic, and Eastern Orthodox. In a similar fashion, there is a division in Islam—the Sunni and Shi'a sects. Even though Christians, Jews, and Muslims have fought battles and wars throughout history, Muslims believe Christians and Jews are "People of the Book" or people deserving respect for their religious beliefs.

Islamic Empire From the time of Prophet Muhammad's death in 632, Islam's leaders were called caliphs or successors. Like Prophet Muhammad, the early caliphs were inspired by their faith in Islam. When a caliph died, however, disputes would arise over who would succeed him. When Ali, Prophet Muhammad's son-in-law, was killed in 661, Mu'awiyah I, the new caliph, moved the capital from Medina to Damascus, in present-day Syria. This was the beginning of the first great empire period called the Umayyad Dynasty.

Umayyad Dynasty The Umayyad Dynasty lasted from 661 to 750. The Umayyad caliphs continued to expand the Umayyad empire to include Afghanistan, Turkestan, North Africa, most of Spain, and parts of southern France. While some caliphs raised taxes and lived more like kings than religious leaders, they expanded Arab culture to include many new innovations. They made Arabic the official language, minted the first Arabic currency, set up postal routes, and built and improved irrigation canals. They encouraged the arts and built beautiful mosques in Damascus and Jerusalem. Damascus became the cultural center of Islam and flourished as a center of trade, government, and religion. The Umayyads, however, had economic and social problems which led to their downfall. At about this time, Muslims divided among themselves and split into two main groups—the Shi'a and the Sunnis. In 750, a group of Muslims overthrew the Umayyads and became the new rulers of the Arab empire.

Umayyad Dynasty
661 to 750

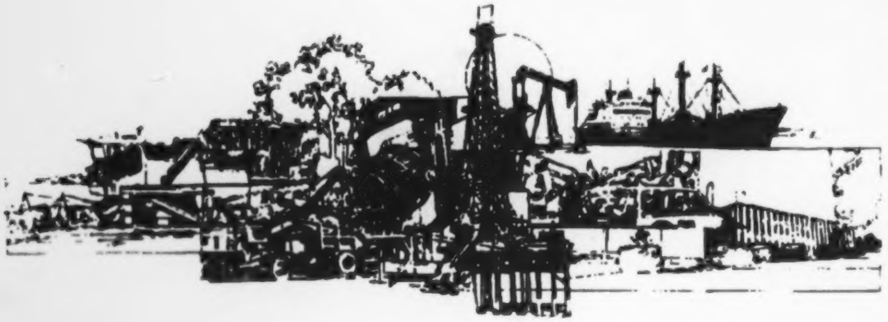
Abbasid Dynasty The new rule came to be known as the Abbasid Dynasty. It lasted from 750 to 1258. The first 100 years of this dynasty is known as the first Golden Age of Islam, the second being the period whjen the Moors ruled Spain from 711 to 1492. Under the Abbasids, Muslim cities became great centers of learning and art. In 762, the second Abbasid caliph, al-Mansur, moved the capital from Damascus to Baghdad. Baghdad became the new capital and economic center of Islam and the Arab world.

Abbasid Dynasty
750 to 1258

The Islamic world changed under the Abbasid rule. The name Arab came to mean any subject of the empire who spoke Arabic—not just people from Arabia. This new Islamic empire began to absorb the traditions and cultures of the many different people now a part of the Islamic world. Centered around Baghdad, trade became international. The Abbasid caliphs, like many successful tradesmen, lived like Persian kings and became very rich and powerful. Banks opened, luxury items became more in demand, and the arts and learning flourished under their rule. Interest in Greek science and philosophy increased. Games such as backgammon and chess became popular.

Contributions Between the eighth and 14th centuries, Islamic scholars contributed much to the world's knowledge of medicine, astronomy, and mathematics. Islamic art and architecture are some of the most beautiful in the world, while Arab and Persian literature and poetry is world renown for its style and beauty. Since trade was the most important business of early Arabia, caravans brought more closely together the cultures of Europe and Asia. Today the Arab world controls the vast majority of the world's oil supplies—thus influencing the world's economy more than any other single region.

Conclusion So why study Islam? It is important to have knowledge of such an important region and people. Early Muslims perfected the number system originally from India that we use today, including the concept of zero. They are known as the Arabic numerals. Through them we also were introduced to paper that originated in China, and it was they who introduced rhythmic music, rhyming poetry, different courses at meals, and table manners. Today, many Muslim countries supply the world with energy resources, such as oil and natural gas. Once we understand the immense contributions that have been made by Muslims throughout history, and that our economic and industrial life depends to a great extent on their sources of energy, we will come to realize that it is vital for us individually and as a nation to understand the people whose resources we depend on. Only by studying the history, religion, and contributions of a people can we make intelligent decisions as a people and country. Because so much of our lives is directly affected by the Muslim world, it is important to understand how it is directly affected by Islam.



Phase 2: Caravan days (Days 2, 3, 5, 7, 9)

Introduction

In this phase of ISLAM, students will gather important information. Each city will compete with other cities to collect as many dirhams (Arabian money) and Wisdom Cards as possible. Wisdom Cards relate the most essential information about Islam to the students. Quiz Cards can be answered to receive more dirhams, and Bulletin Cards add flavor to the competition between groups. Dirhams and Wisdom Cards will be used later to try to qualify for the simulation's culminating activity: Islamic Bowl.

Duplication directions

Use different colored paper for each set of cards.

Duplicate the following in the number found in parentheses:
- CARAVAN LOG (one per group or individual per day)
- Wisdom Cards (one set)
- Quiz Cards (one set)
- Bulletin Cards (one set)
- THE WORLD OF ISLAM (one per student)
- THE RACE TO MAKKAH (one per class)
- JEOPARDY IJTIHAD: ISLAMIC CULTURE (one—to make an overlay transparency or to transfer to your chalkboard)

Daily directions

(All "days" in ISLAM teaching directions are keyed to numbered "days" 1-14 on the Overview Chart.)

Perhaps to capture a mood you could locate and play Arab music or music from other Muslim countries. A stirring substitute for difficult-to-find Middle Eastern music could be the music from the Oscar-winning 1962 movie Lawrence of Arabia, *available on video cassettes and CDs.*

Day 2: Introduction

1. Distribute the group folders.
2. Distribute the CARAVAN LOG. (*Option:* Have all students keep their own CARAVAN LOG for individual grading. A possible homework assignment could be to design their own title page or cover using the style of Islamic art.)

Caravan game procedure

1. This is the meat of Caravan Days. It should last 20-30 minutes.
2. Two players of each group's choice will compete against the other group representatives. Have the players stand by their desks. (Each group must pick two new players for subsequent rounds.)
3. Using the wheel or dice (see Setup Directions), each city, in turn, will roll and get a number. There are three possible actions:

Shuffle these cards before the drawing.

- ***Wisdom*** (3, 5, 8, 10, 11, 12 on die or wheel) If one of these numbers is the action, you will read one of the Wisdom Cards which give important details about the history or culture of Islam. There are 96 Wisdom Cards divided into three categories: *Truth,* 24 cards which relate the most important truths about Islam; *Fact,* 40 cards which list other important information; and *Trivia,* 32 cards which list interesting but trivial facts about Islamic culture. After each card is read, it is given to the group whose turn it was. It is important for each group to collect as many Wisdom Cards as possible.

Shuffle these cards before the drawing.

- ***Quiz*** (4, 6, 7, 9) If one of these numbers is the action, the group must answer a Quiz Card read by yourself or an assistant. If their answer is correct, they receive five dirhams. There are 104 quiz questions. These questions are the same questions used in the Islamic Bowl and on the unit's final test.
- ***Jihad*** (2) The group that gets this number will choose one other city against which to declare a jihad. The challenging group will then roll dice or turn the wheel to determine the winner. With dice, the challenger must correctly call "even or odd" to win. If using the wheel, 2-6, they win; 8-12, they lose; a 7, they role again. The losing team must pay the winning team 20 dirhams or a Wisdom Card of the winning group's choice.

4. After this action is concluded, each group draws one Bulletin Card which will be read. Depending on the card, dirhams will be lost or gained by the group.
5. Each group will complete their CARAVAN LOG, entering dirhams won or lost. It is important that groups are not rushed through this section. Adjust your caravan game accordingly.
6. After each group is finished, collect the log, dirhams, and Wisdom Cards which should be placed in the group folders by the caliphs.
7. Assign activities for the next day. Each group can take a few moments to discuss the requirements of the next day's activity.

Day 3 (optional)

Geography assignment

1. Pass out THE WORLD OF ISLAM map.
2. Have students locate and label the geographical locations.
3. Have groups exchange their maps; then indicate correct names for locations. Award 10 dirhams to any city having 100% correctness.
4. Pass out THE RACE TO MAKKAH map. ***(Note:** This race format is also optional.)*

   Rules

   (The six cities involved—Medina, Cairo, Damascus, Baghdad, Cordova, and Jerusalem—are placed in a race from Cordova to the holy city, Makkah. Clearly, this race intensifies the rivalry and will probably heighten enthusiasm at the same time.)

   a. Students in cities earn dirhams during the Caravan Days by answering questions posed by the Quiz Cards.
   b. Each city is also affected by one Bulletin Card per caravan session.
   c. At the end of each Caravan Day, total dirhams are assessed (minuses subtracted from pluses). The final total is used to move each city's marker on an enlargement of THE RACE TO MAKKAH map, forward or backward, according to the day's successes or failures for each city.
   d. You may wish to use THE RACE TO MAKKAH map to make a transparency. In such a case, project the transparency onto a large piece of butcher paper or poster board. The number of history classes involved in ISLAM will determine how many enlargements on paper you will make.
   e. Have students in each city decide on a clever, colored marker to use to show its progress over the 60-dot trail to Makkah. Perhaps a distinct Arabic flag or different colored camel could mark the cities' advancement toward the holy city.
   f. To award the city that reaches Makkah first, you might consider awarding more dirhams. For second place, less dirhams could be proffered. In any case, some recognition should be forthcoming.
5. Assign outside reading for homework, if any.

TT TEACHING TIP

An easier option: Duplicate a copy of THE RACE TO MAKKAH map for each class and place it on a bulletin board for cities in each class to chart their progress.

Day 5 (optional)

1. Conduct the Caravan game as detailed in the Introduction.
2. During the last part of the period, introduce the Bazaar. Tell students this activity is to simulate the Arab market place where all manner of things are exchanged and bought and sold. In this simulation, however, only Wisdom Cards may be traded, bought, or sold for dirhams. The city groups have the incentive to do this action, since each group must have acquired a certain number of Wisdom Cards and dirhams to compete in the Islamic Bowl, a competitive quiz activity having much importance for each group's final unit grade. (See Phase 5: Islamic Bowl for more instructions.)
3. Tell students one important rule to remember during Bazaar is that whereas any group member may initiate a trade, buy, or sale, only the caliph may complete it since he/she has all the group's wealth in the group folder which is always under the caliph's control.

TEACHING TIP

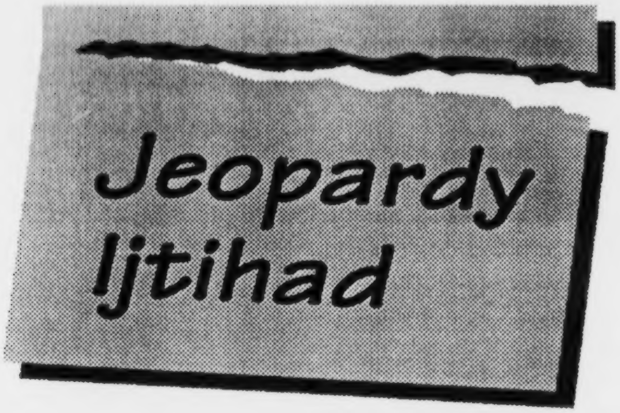
*It is a good idea to encourage cities to assess what they need to acquire and what they have to trade, **then** send representatives to other cities to make the transactions.*

Day 7 (optional)

1. Conduct the Caravan game as detailed in the Introduction.
2. Conduct another Bazaar.
3. If time, allow groups to work on their projects for Festival Days.

Day 9 (optional)

1. Organize a simulation of the TV game show Jeopardy by making an overhead transparency of the JEOPARDY IJTIHAD: ISLAMIC CULTURE master or by copying it on the chalkboard.



2. Use the JEOPARDY IJTIHAD: KEY on page 2:7-9 for the game. Make sure the students realize their answers must be in the form of a question. Since the subject matter relates to the information students should have gained from their Oasis Day 3 experience, Meet the Caliphs, this activity sets up a good debriefing and reteaching of that material.
3. Unless you have access to an automatic signalling device, you will have to follow these procedures:
    a. Allow a member of the group having the lowest score to try for the first response.
    b. If he/she is correct, he/she may choose the next category and block. Ask for a new response. The first person raising his/her hand gets to respond.
    c. If this person is correct, award the points (dirhams) in the block and allow him/her to pick a new category and block; if, however, he/she is incorrect, subtract the number in the block from the group's total.
    d. If no one can answer and/or if all remain silent, have the person asked to respond to pick a new category.
    e. When all blocks of all categories have been chosen, call a halt to the game and have the caliphs record their groups' gains and losses on the CARAVAN LOG sheets.
4. If time, have students conduct a Bazaar.

QUIZ CARD ANSWER SHEET

1. b
2. Prophet Muhammad
3. camel
4. prophet
5. Bedouins
6. Suras
7. a
8. Jews and Christians
9. d
10. a
11. Ramadan
12. a
13. sufis
14. Black Stone
15. prayer
16. c
17. Allah
18. a
19. Iran
20. wash
21. b
22. view of successor to the caliphate
23. frankincense and myrrh
24. submission
25. b
26. a
27. d
28. lacking moisture
29. true
30. hello
31. d
32. prayer
33. d
34. d
35. Africa, Europe, Asia
36. c
37. calligraphy
38. answers will vary (e.g., Arabic numerals, invention of astrolabe, founded chemistry)
39. answers will vary (e.g., algebra, haphazard, elixir)
40. medicine, astronomy, and mathematics
41. cultural
42. Sunnis, Shi'a
43. Jerusalem
44. Makkah, Medina, Jerusalem,
45. hajj
46. d
47. ☪
48. answers will vary (e.g., Iran, Iraq, Egypt)
49. d
50. alcohol
51. c
52. checked
53. a
54. c
55. Tigris, Euphrates
56. b
57. a
58. caliph
59. c
60. caravan
61. bazaar
62. Red Sea
63. d
64. c
65. Medina
66. 1001 Arabian Nights
67. cave
68. c
69. Allahu Akbar!
70. camel
71. Spain
72. b
73. a
74. d
75. Black Stone
76. Qur'anic verses
77. d
78. There is no God but Allah, and Muhammad is his prophet.
79. oasis
80. answers will vary (e.g., dates, figs, coffee)
81. Qur'an
82. faith, prayer, almsgiving, fasting, pilgrimage
83. a
84. answers will vary (e.g., citrus, asparagus, ginger)
85. d
86. Umayyad and Abbasid
87. oil
88. idols
89. dabc
90. answers will vary (e.g., camels, goats, dogs)
91. a
92. c
93. false
94. b
95. d
96. d
97. Makkah
98. hegira
99. answers will vary
100. answers will vary
101. 750-1258
102. 661-750
103. Ibn Sina
104. a

JEOPARDY IJTIHAD: KEY - 1

Remind students that their responses should be in the form of a question while playing this game.

Medicine

10 ***This was first discovered by Arab doctors.***
What is the circulation of blood?

20 ***Arab doctors were the first to organize these.***
What are medical clinics, hospitals, pharmacies, and universities?

30 ***Arab doctors were especially skilled in treating this ailment of the eye.***
What is a cataract?

40 ***European medical schools used this for more than 500 years.***
What is *Canon of Medicine*?

50 ***Many early Muslim medical practioners were natives of this country.***
What is Persia?

60 ***Arab medical students were the first to have to pass this before practicing their profession.***
What is a medical examination?

Science and math

10 ***Arab geographers created this.***
What is a map of the world?

20 ***Arabs founded this science.***
What is chemistry?

30 ***Arab mathematicians invented this.***
What is algebra? (Arabs were the first to introduce this into the western world.)

40 ***Arabs invented these two astronomical tools.***
What are sextant and astrolabe?

50 ***Arabs translated ancient science and math works originally written by them.***
Who are Greeks?

60 ***Arab astronomers discovered the effect this heavenly body had on the earth.***
What is the moon?

JEOPARDY IJTIHAD: KEY - 2

Arts

10 ***Used in books, rugs, vases, and mosques.***
What is Islamic art?

20 ***Noteworthiness of the great Mosque in Cordova.***
What is one of the greatest pieces of architecture in the world today?

30 ***Famous for its use of geometric design intertwined with flowers, leaves, and stars.***
What is Islamic art?

40 ***This art of writing flourished during the Abbasid Dynasty.***
What is calligraphy?

50 ***A floral design of a winding stem and spiraling flowers.***
What is arabesque?

60 ***The area covered by this private palace in Baghdad which featured 38,000 tapestries and 22,000 carpets.***
What is one square mile? (Al-Mansur's palace also featured 22,000 carpets.)

Literature

10 ***These two famous characters come from 1001 Arabian Nights.***
Who are Sinbad the Sailor and Alladin?

20 ***This work by Omar Khayyam is considered a great epic.***
What is the *Rubaiyat*?

30 ***More than 600,000 volumes were found in this library.***
What is the library of Cordova?

40 ***This holy book is considered a great literary work.***
What is the Qur'an?

50 ***Arab scholars translated great literary works from these ancient people.***
Who are Greeks?

60 ***This many Arab poets worked exclusively for the Sultan Malmud.***
What is 400?

JEOPARDY IJTIHAD: KEY - 3

People

10 ***This Arab advanced the field of cartography.***
Who is al-Idrisi?

20 ***His palace in Baghdad was graced with thousands of tapestries.***
Who is Al-Mansur?

30 ***He wrote the Rubaiyat.***
Who is Omar Khayyam?

40 ***He founded a school in Baghdad called The House of Wisdom.***
Who is the Caliph al-Ma'mun?

50 ***His Canon of Medicine was a well-used textbook in Europe.***
Who is Ibn Sina?

60 ***This was the biggest empire in world history.***
What was the Islamic Empire?

Miscellaneous

10 ***Arab doctors performed this.***
What is surgery?

20 ***These three musical instruments came from Persia and Arabia.***
What are lutes, guitars, and tamborines?

30 ***Often music accompanied the reading of these.***
What are poems?

40 ***It took four years and many thousand workers to build this city.***
What is Baghdad?

50 ***These three Arab games were popular.***
What are backgammon, polo, and chess?

60 ***This museum city in Spain had more than 3,000 mosques and 300 public baths.***
What is the city of Cordova?

City ______________________
Period _________
Date ______________________

Caravan Log

Dirhams earned today ____ total ____

Wisdom Cards earned	today	total
(3) Truth	____	____
(4) Fact	____	____
(3) Trivia	____	____

5 Pillars completed ☑
- ☐ 1. Faith
- ☐ 2. Prayer
- ☐ 3. Almsgivings
- ☐ 4. Fasting
- ☐ 5. Pilgrimage

The five most important things our city's members learned today:

1. ____
____
2. ____
____
3. ____
____
4. ____
____
5. ____
____

Signatures:

Caliph: ______________________________

Khazim: ______________________________

Kattib: ______________________________

Muwatins: ______________________________
____
____

Wisdom Card

Camels or "dromedaries" can carry up to 400 pounds, can walk up to 60 miles per day, and can go up to 20 days with little food or water. **Trivia**

Wisdom Card

Of the more than one billion Muslims about 93% are Sunni and about 3% are Shi'a. **Truth**

Wisdom Card

Prophet Muhammad was born in Makkah in 570 and died in Medina in 632. **Truth**

Wisdom Card

A mystical movement of Islam is Sufism, whose followers believe in achieving spiritual awakening by living lives of simplicity. **Fact**

Wisdom Card

The Qur'an calls Jews and Christians "People of the Book" who as believers held certain rights and are to live as protected people. **Fact**

Wisdom Card

The Qur'an was written on leather hides, palm leaves, and the shoulder blades and ribs of camels and cattle. **Trivia**

Wisdom Card

The Hadith is a collection of traditions and quotes by Prophet Muhammad. **Truth**

Wisdom Card

The Qur'an has 114 chapters or suras, has 6,226 verses, and is God's third revelation that was revealed to Prophet Muhammad. **Fact**

Wisdom Card

Prophet Muhammad has been rated one of the most influential people in history. **Fact**

Wisdom Card

People who believe in Islam are called Muslims. **Truth**

Wisdom Card

The three most sacred cities of Islam are Makkah, Medina, and Jerusalem. **Truth**

Wisdom Card

The Islamic place of worship is called a mosque or "place of prostration." **Truth**

Wisdom Card

The Kaaba in Makkah is the holiest shrine of Islam. It was originally built by Adam and later rebuilt by Abraham and his son, Ismail. The Black Stone came down from heaven with Adam and was placed by him in the southeastern corner of the Kaaba. **Truth**

Wisdom Card

Throughout the Islamic World, the faithful are called to prayer by a muezzin, sometimes with a loud speaker. **Fact**

Wisdom Card

The Five Pillars of Islam are: 1) Profession of Faith: There is no God but Allah, and Muhammad is his prophet. 2) Prayer—five times daily. 3) Almsgiving or giving charity to the poor. 4) Fasting during the month of Ramadan. 5) Pilgrimage to Makkah once in a person's lifetime. **Truth**

Wisdom Card

In a mosque, no statues or pictures of humans or animals are allowed and are generally not found in Muslim homes. **Fact**

Wisdom Card

The word Islam means "submission to God." **Fact**

Wisdom Card

Indonesia is the world's largest Muslim nation in population. **Fact**

Wisdom Card

To insure purity, a Muslim must wash his face, hands and feet before prayer, or entering a mosque. **Fact**

Wisdom Card

In violation of Islamic law, a radical Shi'a branch called Ismailis used assassination in its political struggles. Their enemies claimed—falsely—they drugged themselves with hashish (a form of marijuana) and called them hash eaters or hashshashin—hence our word "assassin." **Trivia**

Wisdom Card

Muslims offer congregational prayers in a mosque on Fridays that are led by an "imam" or religious leader. **Fact**

Wisdom Card

Algebra was invented in the ninth century by an Arab mathematician, Muhammad ibn Musa al-Khawarazmi. **Trivia**

Wisdom Card

Jinns, who were created from fire, can be good or evil, with the chief evil jinn being "Iblis" or Satan. **Fact**

Wisdom Card

The decimal system was devised by the Arabs. **Trivia**

Wisdom Card

Although many Islamic countries deny equal rights to women, such rights are guaranteed in the Qur'an. **Fact**

Wisdom Card

A "jihad" is a struggle by Muslims against oppression, invasion, and injustice. **Fact**

Wisdom Card

Arabic music has influenced famous composers, such as Bartok and Stravinsky. **Trivia**

Wisdom Card

During Prophet Muhammad's time several women served as military advisers. **Trivia**

Wisdom Card

Islam was one of the first religions to recognize rights for women. **Fact**

Wisdom Card

Muslims believe in a hell in which there is burning heat; your feet feel as if they're on fire, and the drink of the damned will be boiling water and filth which causes thirst. **Fact**

Wisdom Card

A minaret or high tower is used today in Muslim countries for the muezzin to call the faithful to prayer. This was probably not used in Prophet Muhammad's time. **Fact**

Wisdom Card

Muslims believe heaven is a vast garden, watered with pleasant rivers and shaded with large trees. You will be dressed in silks, adorned with gems, and eat fruit from trees. There will be rivers of honey and the saved will enjoy drinks that delight. **Fact**

Wisdom Card

Great contributions in the field of optics, a branch of physics, were made by Ibn al-Haytham, who was born in Basra, Iraq, in 965. **Trivia**

Wisdom Card

Early Muslim astronomers invented such instruments as the sextant and astrolabe. **Fact**

Wisdom Card

With almost one billion believers, Islam is the second largest religion; only Christianity is larger. **Truth**

Wisdom Card

Muslims were one of the first people to license doctors, build hospitals, perform surgery, and one of the first to use anesthesia. **Fact**

Wisdom Card

Many foods were introduced to the West by Arabs. These include apricots, artichokes, asparagus, bananas, cherries, dates, figs, ginger, grapefruit, lemons, limes, oranges, rice, strawberries, sugarcane. **Trivia**

Wisdom Card

Muslim mathematicians contributed to European civilization by using Arabic numerals, algebra, geometry, and using time in mathematics. **Fact**

Wisdom Card

The Arabs introduced several musical instruments to the West, including the lute, guitar, and tambourine. **Fact**

Wisdom Card

Arabs were the first in the western world to develop the art of calligraphy. **Fact**

Wisdom Card

Some English words from the Arabic are admiral, alcohol, almanac, atlas, average, candy, chess, coffee, cotton, haphazard, jar, lemon, magazine, mattress, orange, sherbert, sugar, sofa, traffic, and zero. **Fact**

Wisdom Card

Hundreds of words, place names, and phrases have Arabic origins. **Trivia**

Wisdom Card

Some Arab-American names you may recognize are: Marlo Thomas, Casey Kasem, Jamie Farr, Tiffany, John Sununu, Christa McAuliffe, Ralph Nader and Doug Flutie. **Trivia**

Wisdom Card

The term Arab is a cultural term, while Muslim is a religious term. **Truth**

Wisdom Card

The Arabic alphabet is read from right to left and is made up of 28 symbols. **Trivia**

Wisdom Card

Allah is the Arabic word for God. **Truth**

Wisdom Card

The Qur'an is the sacred book of Islam. **Truth**

Wisdom Card

Since Islam requires that the best qualified person should succeed to leadership, Abu Bakr became the first caliph, with objection from a small group who felt that Prophet Muhammad's son-in-law should have succeeded him. This caused the division of Shi'a and Sunni Muslims. **Fact**

Wisdom Card

There are about 11.5 million Muslims in America. **Trivia**

Wisdom Card

John the Baptist, Moses, and Jesus are accepted by Islam as prophets. Muslims believe Prophet Muhammad was the last true prophet. **Truth**

Wisdom Card

Prophet Muhammad first began to receive revelations from God at the age of 40. **Trivia**

Wisdom Card

Of the former Soviet Union's 15 republics, six have primarily Muslim populations. **Trivia**

Wisdom Card

There are 1.4 million Christian Arabs. **Trivia**

Wisdom Card

Of the former Soviet Union's 280 million people, more than 20% are Muslims. **Trivia**

Wisdom Card

The Kaaba in Makkah is the oldest surviving Islamic monument. **Fact**

Wisdom Card

The symbol of Muslims is the crescent moon and star. **Truth**

Wisdom Card

Islam forbids the drinking of alcohol. **Fact**

Wisdom Card

Prophet Muhammad encouraged every Muslim to seek education from the cradle to the grave, even if one has to travel to faraway China. **Trivia**

Wisdom Card

Islam forbids the eating of pork. **Fact**

Wisdom Card

During Prophet Muhammad's time prisoners of war were not to be mistreated, and every prisoner that taught 10 Muslims to read and write gained his freedom. **Trivia**

Wisdom Card

Islam forbids gambling. **Fact**

Wisdom Card

The Abbasid Caliphate in Baghdad from 750-850 is considered one of the Golden Ages of Islam. **Truth**

Wisdom Card

Islam forbids charging interest for the lending of money. **Fact**

Wisdom Card

Islamic art is usually calligraphy, designs, and patterns. **Fact**

Wisdom Card

Nomadic Muslims used coarsely woven carpeting for many purposes. Trivia

Wisdom Card

The Holy Qur'an is God's word as revealed to Prophet Muhammad through the Archangel Gabriel. **Truth**

Wisdom Card

The most popular games of the early Arabs were backgammon and chess. **Trivia**

Wisdom Card

Muslim scholars differ on predestination—whether man has free choice or life is preordained by God. **Fact**

Wisdom Card

For amusement, the Arabs watched horse races, jugglers, magicians, and puppet shows; they also listened to poetry and song. **Trivia**

Wisdom Card

Children, ill people, and pregnant women are not required to fast during the holy month of Ramadan. **Truth**

Wisdom Card

Baghdad (in the present country of Iraq) was the largest and most famous city during the Golden Age of Islam. **Fact**

Wisdom Card

The holy books of Islam, Christianity, and Judaism all have much of the same history, stories, and beliefs. **Trivia**

Wisdom Card

Speaking Arabic is what defines being an Arab. **Fact**

Wisdom Card

Prophet Muhammad was born in 570 and was an orphan by age six. Raised by his uncle and his grandfather, he made his living in a camel caravan. He never learned to read or write. **Fact**

Wisdom Card

A Muslim leader is called a caliph, or commander of the faithful and is believed to be a successor of the prophet. **Truth**

Wisdom Card

In 622, Prophet Muhammad emigrated to Medina. **Truth**

Wisdom Card

Between 632 and 945, Muslims defeated and conquered large parts of the continents of Asia, Europe, and Africa. **Truth**

Wisdom Card

The diet of most Arabs was dates, figs, goat and camel milk, barley bread, and rice. **Trivia**

Wisdom Card

Makkah is about halfway along the western edge of the Arabian peninsula, near the Red Sea. It was a natural trading center between the Arabian Sea in the southeast and the Mediterranean Sea in the north. **Truth**

Wisdom Card

Prophet Muhammad emphasized personal cleanliness, equality, and doing good deeds. **Trivia**

Wisdom Card

A collection of Arabian, Persian, and Indian fables and stories called *Stories from the 1001 Arabian Nights* made famous such names as Sindbad the Sailor, Shahrazad, and Aladdin and his Magic Lamp. **Fact**

Wisdom Card

The caliph of Baghdad, Caliph al-Mansur, had a palace in which hung 38,000 tapestries, 22,000 carpets, and occupied one square mile. **Trivia**

Wisdom Card

Archangel Gabriel came to Prophet Muhammad while he meditated in a cave and revealed God's word to him. Revelations continued for 23 years. **Truth**

Wisdom Card

The Arabian term "Allahu Akbar" means "God is Great." **Truth**

Wisdom Card

Cordova, Spain, was the cultural center of the Islamic Empire in western Europe. **Fact**

Wisdom Card

During the oppressive wars against Muslims their banners read: "Allahu Akbar," which means "God is Great." **Trivia**

Wisdom Card

Some of Muslims most significant scientific contributions have been in medicine. **Fact**

Wisdom Card

Countries whose population is 70%-100% Muslim include Morocco, Libya, Algeria, Tunisia, Iran, Iraq, Syria, Jordan, Pakistan, Malaysia, Indonesia, Somalia, Turkey, Afghanistan, Mauritania, and Sudan. **Trivia**

Wisdom Card

The extensive caravan trade routes established by the Muslims extended from the Silk Road in China across the entire Middle East and across North Africa into Morocco. **Trivia**

Wisdom Card

The Umayyad Dynasty lasted from 661 to 750. **Truth**

Wisdom Card

The items that seventh century merchants traded ranged from silk, frankincense, myrrh, salt, spices, tapestry, and dates. **Trivia**

Wisdom Card

Abd al-Rahman III ruled the Western Islamic Empire from 912 to 961. **Fact**

Wisdom Card

During the Islamic Empire, banking, trade, and travel were so highly developed that one could purchase something in Samarkand, have it delivered to a relative in Baghdad, and pay for it in Damascus. **Fact**

Wisdom Card

The Umayyad Dynasty introduced coins and made Arabic the official language. **Fact**

Wisdom Card

Islam uses a lunar calendar. **Trivia**

Wisdom Card

Ibn Sina wrote the *Canon of Medicine*, which was used by European doctors for 600 years. **Fact**

Quiz Card

1. The holiest city in Islam is:
   a. Jerusalem
   b. Makkah
   c. Medina
   d. Bethlehem

Quiz Card

2. The most important figure in the history of Islam is ________________.

Quiz Card

3. Another name for dromedary is ________________.

Quiz Card

4. Complete this phrase: "Allah is the only true God and Muhammad is his ________."

Quiz Card

5. Nomads of the desert are called ________________.

Quiz Card

6. The Our'an has 114 chapters called ________________.

Quiz Card

7. Prophet Muhammad's call was in this period:
   a. 610-632
   b. 550-570
   c. 620-632 B.C.
   d. 1610-1632

Quiz Card

8. The Our'an calls these people "People of the Book":
   ____

Quiz Card

9. The largest branch of Islam is
   a. Shi'a
   b. Sufi
   c. Arab
   d. Sunni

Quiz Card

10. A Muslim place of worship is called:
   a. mosque
   b. minaret
   c. synagogue
   d. temple

Quiz Card

11. Muslims fast during the month of: ____________

Quiz Card

12. The collection of the traditions and sayings of Prophet Muhammad is called:
   a. Hadith
   b. Qur'an
   c. Bible
   d. Talmud

Quiz Card

13. This mystical group is sometimes called The Brotherhood of Whirling Dervishes. ________

Quiz Card

14. The holiest article of the Kaaba in Makkah is called the ____________.

Quiz Card

15. This is required of a Muslim five times daily: ____________

Quiz Card

16. People who believe in Islam are called:
   a. Jews
   b. Hindus
   c. Muslims
   d. Budhists

Quiz Card

17. To Muslims, the supreme being is

____________________ .

Quiz Card

18. Muslims believe in evil beings called:
    - a. jinns
    - b. infidels
    - c. devils
    - d. witches

Quiz Card

19. The area known as Persia in Mohammad's time is known today as

____________________ .

Quiz Card

20. What a Muslim must do before praying or before entering a mosque is

____________________ .

Quiz Card

21. The person who calls Muslims to prayer is called a:
    - a. priest
    - b. muezzin
    - c. minaret
    - d. caliph

Quiz Card

22. The major sects of Islam—Sunni and Shi'a—differed in their

____________________ .

Quiz Card

23. The two most important trading items during Prophet Muhammad's time were __________ and __________ .

Quiz Card

24. The word Islam means __________ to God.

Quiz Card

25. Arabs invented:
    a. papyrus
    b. algebra
    c. the printing press
    d. sculpture

Quiz Card

26. Which religion came first:
    a. Judaism
    b. Christianity
    c. Islam
    d. Hinduism

Quiz Card

27. The largest and most prosperous city of Arabia was:
    a. Makkah
    b. Cairo
    c. Constantinople
    d. Baghdad

Quiz Card

28. The word Arab means

    ______________.

Quiz Card

29. Islam is a religion which recognized women as having rights. True or false

    ____

Quiz Card

30. The words salaam aleikoom mean __________.

Quiz Card

31. Which city is located on the Arabian peninsula:
    a. Cairo
    b. Damascus
    c. Baghdad
    d. Medina

Quiz Card

32. The designs on __________ rugs, during use, point toward Makkah.

Quiz Card

33. Muslims may not eat:
    - a. chicken
    - b. uncooked meat
    - c. lamb
    - d. pork

Quiz Card

34. The largest religion in the world is:
    - a. Islam
    - b. Buddhism
    - c. Hinduism
    - d. Christianity

Quiz Card

35. Islam conquered parts of these three continents ____________, ____________, and __________.

Quiz Card

36. The Arabic alphabet has this many letters.
    - a. 26
    - b. 32
    - c. 28
    - d. 22

Quiz Card

37. Arabs were one of the first people to develop the writing art called __________.

Quiz Card

38. Three major contributions made by Arabs are ____________, ____________, and __________.

Quiz Card

39. Two English words which have come from the Arabic are ________________ and ______________.

Quiz Card

40. Between the 8th and 14th centuries, Arab scholars contributed much to the world's knowledge of ____________, ____________, and __________.

Quiz Card

41. Muslim is a religious term; while Arab is a __________ term.

Quiz Card

42. The two largest branches of Islam are ____________ and __________.

Quiz Card

43. Prophet Muhammad is said to have ascended to heaven from this city: ____________

Quiz Card

44. The three holiest cities for Muslims are ____________, __________, and ________.

Quiz Card

45. The Arabic term for the pilgrimage to Makkah is ____________.

Quiz Card

46. The percentage of the former Soviet Union's Muslim population is:
   a. 75%
   b. 10%
   c. 40%
   d. 20%

Quiz Card

47. Draw the symbol for Muslims.

Quiz Card

48. List three Islamic countries: __________, __________ and __________.

Quiz Card

49. This country is primarily Islamic:
    a. Saudi Arabia
    b. Iran
    c. Iraq
    d. all of the above

Quiz Card

50. Islam prohibits the drinking of __________.

Quiz Card

51. Islam forbids:
    a. divorce
    b. marriage
    c. gambling
    d. prayer for women

Quiz Card

52. The Arabic word *sakk* is used in the banking business. It means ______.

Quiz Card

53. In some Arab countries, this crime is punishable with death:
    a. adultery
    b. stealing
    c. lying
    d. gambling

Quiz Card

54. The Golden Age of Islam was:
    a. 570-632
    b. 900-1250
    c. 750-850
    d. 33-750

Quiz Card

55. After 750 the heart of the Islamic Empire lay in the valleys of the ________and________rivers.

Quiz Card

56. Early Arabs enjoyed playing this game:
    a. checkers
    b. backgammon
    c. bridge
    d. poker

Quiz Card

57. Prophet Muhammad died in this year:
    - a. 632
    - b. 750
    - c. 570
    - d. 610

Quiz Card

58. A Muslim leader is called an ___________.

Quiz Card

59. Makkah is in the present-day country of:
    - a. Egypt
    - b. Syria
    - c. Saudi Arabia
    - d. Iran

Quiz Card

60. This term describes the transporting of goods between one town and another: ___________

Quiz Card

61. An Arab "shopping mall" is called a ___________.

Quiz Card

62. The body of water along the western edge of Saudi Arabia is ___________.

Quiz Card

63. The body of water between Iran and Saudi Arabia:
    - a. Red Sea
    - b. Mediterranean Sea
    - c. Nile River
    - d. Persian Gulf

Quiz Card

64. Most Islamic countries are in this region:
    - a. Middle East
    - b. Far East
    - c. Eurasia
    - d. Arabia

Quiz Card

65. City where Prophet Muhammad migrated in 622 is: __________

Quiz Card

66. Book in which the stories of Sinbad the Sailor and Alladin and his Magic Lamp can be found: __________

Quiz Card

67. Prophet Muhammad was called by God while meditating here: ____________

Quiz Card

68. The cultural center of western Islamic influence was:
    a. Cairo
    b. Baghdad
    c. Cordova
    d. Makkah

Quiz Card

69. Arabic term for "God is Great": ____________

Quiz Card

70. The most important animal for early Arabs was the ____________.

Quiz Card

71. After fleeing to ________, Abd al Rahman founded a dynasty that lasted for 300 years.

Quiz Card

72. The day of congregational prayer in a mosque is:
    a. Sunday
    b. Friday
    c. Wednesday
    d. Tuesday

Quiz Card

73. If physically and financially able, Muslim must complete a pilgrimage to Makkah:
a. once in a lifetime
b. once per year
c. once every 10 years
d. whenever possible

Quiz Card

74. Some Arab men wear robes called:
a. saris
b. cravats
c. chadors
d. abbas

Quiz Card

75. This was brought down from heaven by Adam: ___________.

Quiz Card

76. Arab war banners were sometimes decorated with these: ___________

Quiz Card

77. The Qur'an is:
a. quotes by caliphs
b. Islamic tradition
c. a history of Islam
d. God's word spoken through Prophet Muhammad

Quiz Card

78. A phrase believers recite to become a Muslim:

____

Quiz Card

79. Shaded area with water in the desert: ___________

Quiz Card

80. Name three basic food items of early Arabs.

Quiz Card

81. This was written on camel hides, palm leaves, and animal bones: __________

Quiz Card

82. The five pillars of Islam are ________, ________, ________, ________, and ________.

Quiz Card

83. Islam has about this many believers:
   - a. one billion
   - b. 10 billion
   - c. one million
   - d. 100 million

Quiz Card

84. List three foods introduced to the West by Arabs: ________, ________, and ________

Quiz Card

85. Arabs introduced this musical instrument to the West:
   - a. piano
   - b. violin
   - c. flute
   - d. guitar

Quiz Card

86. Two great Islamic empires were called __________ and ________.

Quiz Card

87. The most important product of several Middle East countries: _____

Quiz Card

88. Prophet Muhammad cleared the Kaaba of these: ________

Quiz Card

89. Put these historical events in chronological order:
    a birth of Prophet Muhammad
    b. the Qur'an
    c. Golden Age of Islam
    d. birth of Jesus

Quiz Card

90. Three animals which the Bedouins would have on caravans are __________, __________, and ________.

Quiz Card

91. Most of northern Saudi Arabia is:
    a. desert
    b. forest
    c. mountain
    d. plains

Quiz Card

92. Most Islamic art uses:
    a. the human form
    b. nature scenes
    c. designs and patterns
    d. historical events

Quiz Card

93. Muslims believe Muhammad was a God. True or false? __________

Quiz Card

94. During the Crusades, Muslims fought to repel:
    a. Jews
    b. Christians
    c. Hindus
    d. Shi'as

Quiz Card

95. The country which is not primarily Muslim is:
    a. Iran
    b. Saudi Arabia
    c. Egypt
    d. India

Quiz Card

96. Fasting during Ramadan is not required for:
    a. children
    b. pregnant women
    c. the sick
    d. all of the above

Quiz Card

97. When a Muslim prays, he faces toward __________.

Quiz Card

98. Term which describes Prophet Muhammad's migration to Medina in 622:
____

Quiz Card

99. The Qur'an describes hell in this way: ____________

Quiz Card

100. The Qur'an describes heaven in this way:
____

Quiz Card

101. The Abbasid Dynasty lasted from __________ to __________.

Quiz Card

102. The Umayyad Dynasty lasted from __________ to __________.

Quiz Card

103. He wrote the *Canon of Medicine*: ____________

Quiz Card

104. He was the greatest caliph from Cordova:
    a. Abd al-Rahman III
    b. Mu'awiyah I
    c. Fatima
    d. Ibn Sina

Bulletin Card

Your caravan runs into a severe dust storm. Lose 10 dirhams.

Bulletin Card

You camp at an excellent oasis. All parties are refreshed. Gain 5 dirhams.

Bulletin Card

You are attacked by infidels but defend your caravan. Gain 5 dirhams.

Bulletin Card

You become fascinated with a Sufi mystic and are late to dinner. Lose 10 dirhams.

Bulletin Card

You attended Friday congregational prayers. Gain 5 dirhams.

Bulletin Card

You have memorized 15 suras (chapters) of the Qur'an. Gain 10 dirhams.

Bulletin Card

Your camels are particularly stubborn today. Lose 2 dirhams.

Bulletin Card

Your tribe succeeded in a struggle to repel an attack by oppressors. Gain 10 dirhams.

Bulletin Card

Your tribe wins a jihad (struggle against oppression). Gain 5 dirhams.

Bulletin Card

A jinn (devil) is blamed for your becoming lost. Lose 10 dirhams.

Bulletin Card

Your prized horse loses a race. Lose 5 dirhams.

Bulletin Card

Five of your tents are blown away in a furious dust storm. Lose 5 dirhams.

Bulletin Card

You obtain an extra cargo of valuable apricots at the last oasis. Gain 5 dirhams.

Bulletin Card

You are delayed two days while on the Red Sea near Jedda. Lose 3 dirhams.

Bulletin Card

Your caravan arrives too late to join the main caravan to Baghdad. Lose 15 dirhams

Bulletin Card

While in Damascus you are attacked by Christian crusaders. Lose 2 dirhams.

Bulletin Card

Your harem and some camels are captured by a rival tribe. You must pay a ransom of 10 dirhams.

Bulletin Card

While in Jerusalem your cargo of carved ivory, silks, and oil of rose sells at a high price. Gain 10 dirhams.

Bulletin Card

You are out of food except for a little camel's milk. Lose 5 dirhams.

Bulletin Card

You become lost in Baghdad's maze of streets. Lose 5 dirhams.

Bulletin Card

You have reliable workers and an able camel master. Gain 5 dirhams.

Bulletin Card

Your group is attacked by robbers along the Tigris River. Lose 5 dirhams.

Bulletin Card

While in Damascus, you are inspired by the Great Mosque. Gain 5 dirhams.

Bulletin Card

You weave a beautiful carpet on your loom. Gain 10 dirhams.

Bulletin Card

While shopping at a bazaar in Cairo, you are distracted by a lutist. Lose 3 dirhams.

Bulletin Card

You make a pilgrimage to Makkah and visit the holy Kaaba. Gain 20 dirhams.

Bulletin Card

Trying to load a pack of supplies, you are bitten by a camel. Lose 3 dirhams.

Bulletin Card

While on your last caravan, your herd increased by three camels, five goats, and 12 sheep. Gain 15 dirhams.

Bulletin Card

You purchase some excellent horses while at Marib in southwestern Arabia. They command a high price. Lose 15 dirhams.

Bulletin Card

You trade five used camel saddles for three goat-hair tents. Gain 5 dirhams.

Bulletin Card

You failed to offer refreshments to your guest. Lose 1 dirham.

Bulletin Card

Your sword is lost while fighting in the last jihad. Lose 10 dirhams.

Bulletin Card

Your wife bears a child. Gain 10 dirhams.

Bulletin Card

While searching through an abandoned buildings, you find Alladin's lamp. Gain 10 dirhams.

Bulletin Card

Your date crop fails due to an unexpected frost. Lose 5 dirhams.

Bulletin Card

You spend four days shopping at a bazaar in Cairo. Lose 5 dirhams.

Bulletin Card

Your tribe repels an attack by infidels (non-believers). Praise Allah. Gain 5 dirhams.

Bulletin Card

You receive a new leather-bound Qur'an from an uncle in Malaysia. Gain 5 dirhams.

Bulletin Card

Your hospitality and generosity win you great respect. Gain 3 dirhams.

Bulletin Card

The coffee beans you picked to sell at the bazaar are eaten by goats. Lose 5 dirhams.

Bulletin Card

Your shipment of dates did not arrive in time for the holy month of Ramadan. Lose 5 dirhams.

Bulletin Card

Your beloved wife sold a qata (tent curtain) in Medina. Gain 20 dirhams.

Bulletin Card

You sell a valuable cargo of frankincense and myrrh. Gain 10 dirhams.

Bulletin Card

While playing sheidje—a game similar to checkers—your prized mare camel was stolen by a rival tribe. Lose 20 dirhams.

Bulletin Card

A powerful sheikh visits you—a great honor. You slaughter a lamb for the feast. Gain 10 dirhams.

Bulletin Card

You ceremoniously serve coffee to a visiting noble. Gain 10 dirhams.

Bulletin Card

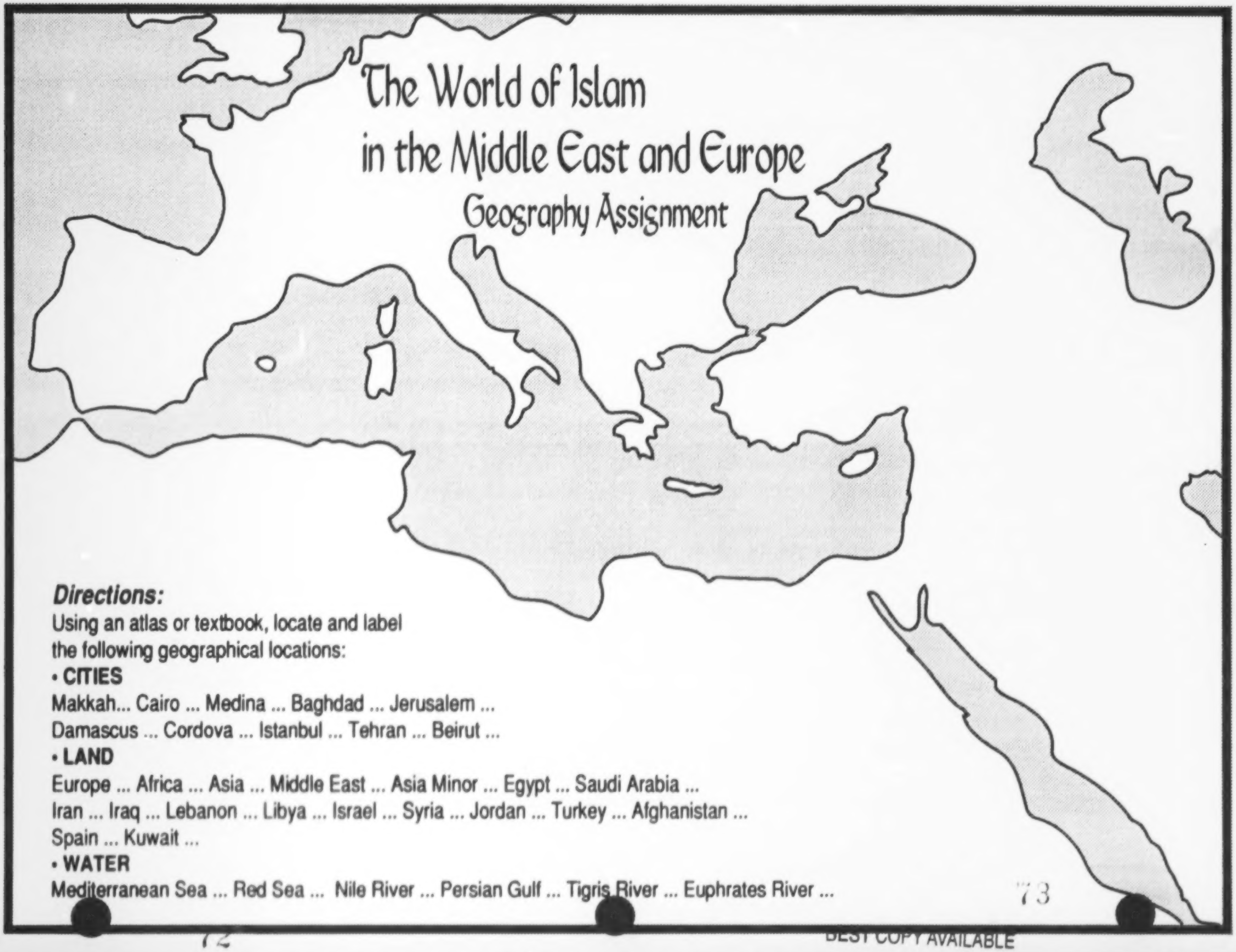
The women in your camp find an abundant supply of arfaj—a root used for firewood. Gain 10 dirhams.

Bulletin Card

You can rest after moving your camp to a new pasturage. Gain 5 dirhams.

The World of Islam in the Middle East and Europe

Geography Assignment



Directions:
Using an atlas or textbook, locate and label the following geographical locations:

- **CITIES**

Makkah... Cairo ... Medina ... Baghdad ... Jerusalem ...
Damascus ... Cordova ... Istanbul ... Tehran ... Beirut ...

- **LAND**

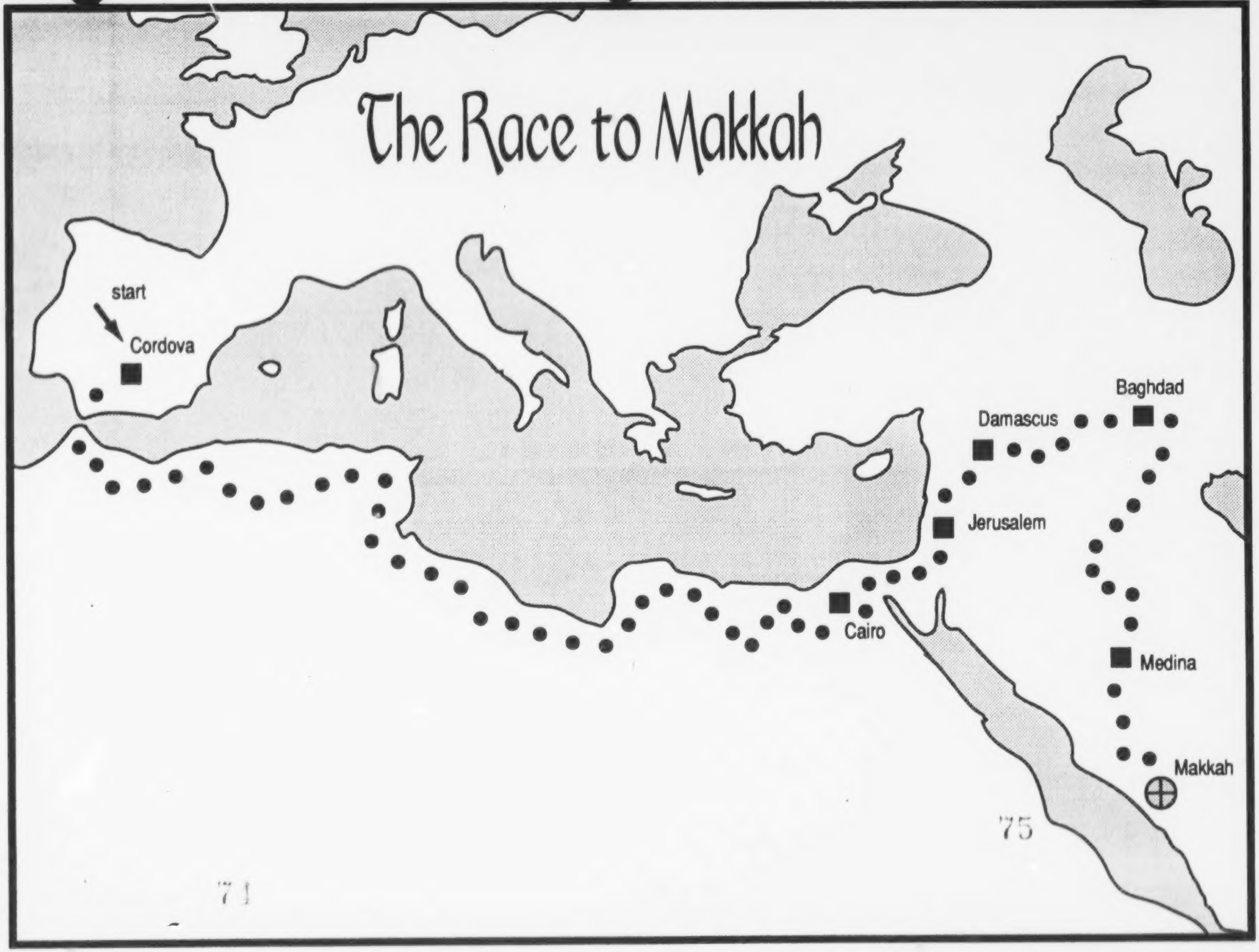
Europe ... Africa ... Asia ... Middle East ... Asia Minor ... Egypt ... Saudi Arabia ...
Iran ... Iraq ... Lebanon ... Libya ... Israel ... Syria ... Jordan ... Turkey ... Afghanistan ...
Spain ... Kuwait ...

- **WATER**

Mediterranean Sea ... Red Sea ... Nile River ... Persian Gulf ... Tigris River ... Euphrates River ...

BEST COPY AVAILABLE

The Race to Makkah


start
Cordova
Damascus
Baghdad
Jerusalem
Cairo
Medina
Makkah
75
71

Islam 2:43

Jeopardy Ijtihad: Islamic Culture

Medicine	Science/Math	Arts	Literature	People	Misc.
10	10	10	10	10	10
20	20	20	20	20	20
30	30	30	30	30	30
40	40	40	40	40	40
50	50	50	50	50	50
60	60	60	60	60	60

Phase 3: Oasis Days (Days 4, 6, 8,10)

Introduction

This phase is dedicated to the more aesthetic students and is designed to introduce the cultural aspects of Islam in greater depth. These days can be scheduled back to back and are adaptable for much teaching flexibility. Guest speakers, videos, food, music, dance, or any other activity can also be scheduled. Oasis Days can also be extended to allow groups time to work on their Festival Projects.

Duplication directions

The FESTIVAL PRESENTATIONS handout is found in Phase 4: Festival Days

Duplicate the following in the numbers in parentheses:
- FESTIVAL PRESENTATIONS (one per student)
- FIVE PILLARS OF FAITH (one per group)
- ZAKAAT VERIFICATION FORM (one per group)
- POPULAR PROVERBS (one per student)
- VERSES FROM *THE QUR'AN* (one per student)
- PROFILE SHEETS (one for each of the six celebrities)
- QUESTIONS FOR THE CELEBRITIES (one per group)
- MEET THE CALIPHS note-taking sheet (one per group)
- INTRO TO PROPHET MUHAMMAD (one per student)
- PRAYER RUG DESIGN (*option*-several copies for class)

Daily directions

(All "days" in ISLAM teaching directions are keyed to numbered "days" 1-14 on the Overview Chart.)

Day 4: Introduction

1. Pass out the FESTIVAL PRESENTATIONS instruction sheets to each student.
2. Have each group decide on a presentation project after briefly explaining each option.
3. Have each group make sure each member has a specific responsibility for the group project. (Two members may share an assignment, but it must require a specific action of some sort.)
4. Tell the groups the due date for their presentations. (Usually, about seven to 10 days hence.)
5. Pass out the FIVE PILLARS OF FAITH and the ZAKAAT VERIFICATION FORM. Explain carefully as you would wish an Islamic teacher to explain the Christian faith to his Muslim students. Indicate the groups must report on these activities at the next Oasis Day with each activity verified by a signature of someone in charge.

Day 6: FIVE PILLARS OF FAITH

1. Have students meet in group circles.
2. Ask if there are any problems concerning Festival Projects.
3. Have groups discuss their progress on the FIVE PILLARS OF FAITH assignment.
4. Have the caliphs display their city banners and explain the design and/or words on it.
5. Pick one member of each group at random and have each recite from *The Qur'an.* Award up to 10 dirhams for each response.
6. Pass out the POPULAR PROVERBS handout. Explain that five proverbs may be memorized to fulfill the Salaat part of the FIVE PILLARS OF FAITH activity (see key on page 3:5).
7. Ask caliphs to report on their Zakaat activities. Award five dirhams for each verified "charity."
8. Explain Bulletin Cards as being representative of events beyond individual's control. Have each group pick one and read it aloud.
9. Tell groups to enter any dirhams earned or lost on their CARAVAN LOGS.
10. Ask for volunteers, one from each group, to role-play an important historical figure in Arab history during the next Oasis Day. Have them come to you for their preparation sheets and brief them on the MEET THE CALIPHS format. Encourage them not to read their responses verbatim.
11. While you are doing the above briefing, allow groups to work on their Festival Projects.

You may want to assign these roles, yourself.

Day 8: MEET THE CALIPHS

This lesson is a clever variation of cooperative learning. It has shown to be very effective in involving all students. Each group member is required to ask at least one question per visitor.

1. Pass out the MEET THE CALIPHS note-taking sheet to each student and the QUESTIONS FOR THE CELEBRITIES sheet to each group.
2. Have the students role-playing the historical caliphs go outside the room.
3. Acting as the emcee, follow the script given (pp. 3:6-7), introduce each caliph in turn. Then, after explaining how each caliph will visit each group, start this procedure.
4. Rotate among the groups making sure all understand what to do.
5. Allow five to seven minutes for each interview; then have the caliphs go to a new group.
6. If time remains, allow groups to work on their projects for Festival Days and Five Pillars of Faith assignments.

Stress that those students who do not dress up will not be allowed to actively participate and must sit at the back of the room.

7. During the last five minutes, if you are using the role-play option for Day 10, motivate this activity by telling students to wear Islamic dress and bring a neatly cut piece of butcher paper, 2'x3-1/2'. Students can draw a rug design such as the one on page 3:31 on the paper that simulates their prayer rugs. The rugs can be rolled up and secured with a rubber band when not in use. Indicate that one of Prophet Muhammad's companions will appear to answer questions about the Prophet's life.

Day 10: INTRODUCTION TO PROPHET MUHAMMAD

Part 1

To give extra flavor to the presentation, you should use proper phrases like "God willing" and "Allah has power over all things," as well as quote appropriate proverbs.

This part of the simulation is very important and designed to be a large segment of one Oasis Day, preferably on a Friday, a special day for Islam. There are two ways in which you may use this activity: role-play or lecture. The purpose of this activity is for the students to learn about Prophet Muhammad and at the same time be an active participant in this presentation. The people close to Muhammad were known as companions. If using the role-play option for this activity, portray one of Prophet Muhammad's companions to present answers to the INTRODUCTION TO PROPHET MUHAMMAD. It is very important for the most essential facts of Prophet Muhammad's life to be covered. Using proper dress, character, and attitude is very important for both the person presenting the information and for the class. Students should be required to greet each guest with the customary Islamic greeting and show proper respect.

Option 1: Role-Play

Please note that the Muslim organizations we have consulted feel very apprehensive about this role-play. If you feel that your students will not enter into this activity with a serious attitude, use the Lecture Option.

1. Make it a practice for students to greet other students with "assalam aleikoom" (may peace be with you) each time they enter or leave the room while studying ISLAM. The greeted students should respond with "wa aleikoom assalam" (and may peace be with you).
2. Students should then proceed to the cleared area of the room and sit down on their prayer rugs.
3. Hand them the INTRODUCTION TO PROPHET MUHAMMAD handout. Students should have their notebooks with them to take notes on the lecture.
4. Although the questions will not be actually asked aloud, the companion will answer each question *slowly and in order*—as the students take notes.

5. When the companion (that is, you—or, possibly, a Muslim adult guest—dressed in male Arab clothes) enters, greet him with respect (see #1), then move to a seated position on the floor.
6. When the companion is finished, respectfully bid him farewell with the customary Islamic greeting as he departs.

Option 2: Lecture

1. If you prefer not to role-play this activity, you can simply have the students fill out the INTRODUCTION TO PROPHET MUHAMMAD sheet as you give them the answers.

Part 2

1. After the INTRODUCTION TO PROPHET MUHAMMAD activity, have groups meet in circles.
2. Ask one person from each group to recite from the Qur'an, awarding dirhams to volunteers.
3. Ask the caliphs to report on their Zakaat activities and award dirhams.
4. Have caliphs record any dirhams earned on their CARAVAN LOGS.

Arabic Proverbs

(English translation)

The following 20 sentences are the English equivalent for the Arabic proverbs used in the POPULAR PROVERBS handout (see page 3:12):

1. Being kind will achieve more than being cruel.
2. A woman's place is in the home.
3. A country can only have one effective ruler.
4. Children are the most valuable thing.
5. Being in love can make you overlook mistakes.
6. Too many leaders are bad.
7. You can get more done with two people than one.
8. Don't hurt something that helps you.
9. Learning is fantastic—but you have to ask questions to learn.
10. Live for today—not tomorrow.
11. When a person dies, their achievements or failures become greater.
12. Be more modest. Don't always talk about yourself.
13. When a boy becomes a man—expect more from him.
14. Family is the most important thing.
15. Language, speech, and poetry is man's greatest achievement.
16. Be careful of powerful enemies.
17. When two people are together, one will always control the other.
18. Don't waste time.
19. If you really need something—you'll find a way to get it.
20. If you get something easily—you'll lose it easily.

Suggestion: *You might have more capable students create their own proverbs as an extra language arts assignment.*

Answers: INTRODUCTION TO PROPHET MUHAMMAD

Use this information either to answer the INTRODUCTION TO PROPHET MUHAMMAD activity or as a basis for a lecture on Prophet Muhammad's life. If these answers are too lengthy for your time frame, shorten them.

1. ***When and where was Prophet Muhammad born?*** Prophet Muhammad was born in 570 in Makkah, which is about halfway down western Arabia near the Red Sea. He was called al-Amin—"the trustworthy man," and his Arabic name means "highly praised."
2. ***Who were his mother and father and what clan and tribe was he from?*** Prophet Muhammad's father died before he was born. His name was Abdullah and was a trader from the clan of Hashim, which belonged to the powerful tribe of Quraysh. His mother's name was Amina.
3. ***After Prophet Muhammad was orphaned, at age six, who raised him?*** After Prophet Muhammad's mother died he was raised by his grandfather, Abdul Muttalib, who died two years later. He was then raised by his paternal uncle, Abu Talib, who reared him to manhood.
4. ***Describe a caravan in your time?*** A caravan was a trading journey through the Arabian Peninsula. Goods were transported from Asia to the Mediterranean Sea through several routes. Makkah was a key crossroads on these journeys.
5. ***When and how did Prophet Muhammad receive God's Message?*** While Prophet Muhammad meditated in a cave on Mount Hira around 610, the Angel Gabriel visited him, telling him to warn the people to change their pagan or non-religious ways. After that, he preached the faith of Islam.
6. ***Why did Prophet Muhammad migrate to Medina in 622?*** Many of the leaders of Makkah did not like Prophet Muhammad's message. They were afraid his followers would disrupt their privileged way of life. In September 622 Prophet Muhammad was forced to go with his followers to Yathrib, now called Medina. This migration is called the Hegira and marks the beginning of the Islamic era.
7. ***When did he return to Makkah?*** In 630 Prophet Muhammad led a group of 10,000 followers into Makkah. The city surrendered without bloodshed. We destroyed all the idols inside the Kaaba and established Makkah as the central Islamic city.
8. ***Is Prophet Muhammad's status considered higher than all preceding prophets?*** No, In Islam all prophets were of equal status since they were all divinely appointed by God, although Muslims regard him as the seal of the prophets.
9. ***Tell us about his personal life: hobbies, interests, friends?*** Prophet Muhammad had very simple tastes. For instance, he mended his own clothes. He ate little except for dates, barley bread, and a little milk and honey. He emphasized unity, family life, good deeds, cleanliness, honesty, and education.
10. ***Did he participate in any jihads?*** Prophet Muhammad participated in a number of jihads, known as the Wars of

Oppression, since they were all waged against Muslims.

11. ***Who was Abu Bakr?*** Abu Bakr was his father-in-law and his best friend. After Prophet Muhammad's death, Abu Bakr became the first caliph or successor of Islam. He was the first of the four Rightly Guided Caliphs.
12. ***Prophet Muhammad is God's messenger and the final prophet. How did God reveal His Message to him?*** God revealed His Message to Prophet Muhammad through revelations and through Angel Gabriel. They were written down during his lifetime and became the Holy Qur'an.
13. ***We don't understand, should we worship Prophet Muhammad, God, or both?*** Prophet Muhammad was simply the messenger of God. He was not holy and could not perform miracles. No man should be worshipped, only Allah.
14. ***What was Prophet Muhammad's opinion of Jesus and Christians?*** Although Christians and Jews do not follow Islam, they are "People of the Book" and deserve respect. Jesus was a prophet of God, as well as other prophets who preceded him, including Adam, Noah, Abraham, and Moses.
15. ***We have heard that Prophet Muhammad didn't actually write any of God's teaching. Why not?*** In Prophet Muhammad's profession, it was not important for him to learn to read or write. Scribes wrote the verses of the Qur'an over several years.
16. ***What will hell or heaven be like?*** According to the Qur'an, Heaven will be a vast garden in which believers will be shaded with large trees, dressed in silks, adorned with gems, and fed fruit by rivers of milk and honey. Hell will be filled with burning heat, your shoes will be made of fire, and you will drink boiling water.
17. ***Why is the sacred Kaaba in Makkah so important?*** Originally built by Adam, who brought the Black Stone down with him from Paradise, the Kaaba in Makkah was later rebuilt by Abraham and his first son, Ismail. It is here that Muslims must make the hajj pilgrimage once in their lifetime if they are physically and financially able to do so.
18. ***Did Prophet Muhammad ever dream that Islam would be the second largest religion in the world?*** He was always sure that Islam was the world's most important religion.
19. ***Can you describe the occasion when Prophet Muhammad visited in heaven?*** God transported Prophet Muhammad to Jerusalem where he ascended from the Dome of the Rock to heaven upon the grand horse, Buraq.
20. ***Do you have any final words of advice for us?*** Yes, remember, "Education is the Lost Camel of the true believer; you should pick it up wherever you find it."

Conclude your interview, saying, "Shookran (thank you)."

EMCEE'S SCRIPT - 1

ACTING TIP

Directions: *As Master of Ceremonies—emcee—energetically read this script immediately after instructions have been given to students regarding the filling out of the MEET THE CALIPHS note-taking sheet. The six celebrities should be either close by but hidden, or behind a door.*

Salaam aleikoom (hello) and welcome to MEET THE CALIPHS. Today we are going to learn about some famous Islamic leaders, their contributions, and also some of the enduring cultural achievements of Islam. First, we'll introduce our six celebrities—five caliphs and one man of science—then have all you in groups interview them, as they rotate from group to group. Last, six different students will be selected to participate in a Jeopardy Ijtihad to see what's been learned today. Ready?

Now let's meet our honored guests. First, representing Damascus, say "Salaam aleikoom" to a man who ruled as caliph from 661-680. He organized and expanded the empire, and was the first to appoint his son as his successor. Hence, he created a true dynasty. Welcome, **Mu'awiyah I.**

Our next guest is representing Cairo. He ruled the Umayyad dynasty from 685 to 705. He declared Arabic to be the official language and helped to unify the Islamic Empire by coining money. Personally, he was cool under pressure but sometimes could be resolute in a crisis. Welcome, **Abd al Malik**.

Next, representing Baghdad, a man known as "the Victorious," who for practical reasons moved the capital from Damascus to Baghdad; a caliph very supportive of the arts and literature, a man of great ability, whose splendid court was the envy of all, let's say "Salaam aleikoom" to **Al Mansur**.

Our next caliph, representing Medina, ruled from 786 to 809. He is probably the most famous caliph in all of Islamic history. A poet and scholar who loved to entertain at his palace, this man advanced Islamic culture and is the subject of many stories in *1001 Arabian Nights.* Let's give a warm welcome to **Harun al-Rashid**.

EMCEE'S SCRIPT - 2

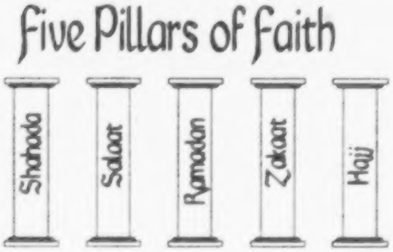
Representing Cordova—way out in Spain—is a caliph who ruled this western empire after putting down rebellions, who loved music and often fought side by side with his men in battle. His reign in Spain was one of the longest in all Muslim history. Here from Spain is Caliph **Abd-al Rahman III**.

Finally, representing the truly international city of Jerusalem—but his adventures took him just about everywhere—a man who is not a caliph but a distinguished physician, scientist, philosopher. His interests include mathematics and logic. Like many Muslim boys, he memorized the Qur'an in its entirety at age 10. Say "Salaam aleikoom" to **Ibn Sina**.

AT
ACTING TIP

Directions: *At this point, explain the rotation system and visitors to each of the six groups. Upon reaching the groups, students will begin the interviews. After five to seven minutes, the teacher will rotate the celebrities until each has been interviewed by all groups and the note-taking sheets are filled up. After the activity, the teacher may choose to debrief with the Jeopardy Ijtihad activity.*

FIVE PILLARS OF FAITH



Instructions: Your group must complete the Muslim's Five Pillars of Faith. Your caliph will keep track of your progress on the CARAVAN LOG.

1. ***Shahada*** (profession of faith) To show your understanding of this aspect of Islamic faith, each group must complete a city banner which uses Arabesque designs and has the name of the city and the Bismillah ("in the name of God, the Merciful, the Compassionate," the opening words of the Qur'an) written on it. (Use the ARABIC ALPHABET handout for help.)

2. ***Salaat*** (prayer) Owing to the sensitive nature of imitating another's form of prayer, your group will not be asked to directly simulate this activity. However, you should show understanding of the meaning of several religious sayings that illustrate Islamic beliefs. Therefore, each member should analyze at least one verse from *The Qur'an* and memorize five proverbs listed on the POPULAR PROVERBS handout. If called on, each member should be able to explain the verse or recite a proverb and explain what either means in our culture.

3. ***Ramadan*** (fasting) Since the principal act of devotion during this holy month is fasting, each group should give up one lunch or snack period to work on their Festival Presentation. (*Option:* You may want to give up one snack and/or TV or radio program at home. You can substitute this with silent reading or extra homework during this period with parent verification.)

4. ***Zakaat*** (charity or almsgiving) Each person in the group must provide one service for one of the following: community, school, faculty, administration, rival group. If members of your group do not meet this requirement, the Muslim tithe of two and a half percent must be paid for the poor to your teacher before the Islamic Bowl. Students should brainstorm ideas on how to implement this pillar. Note that the ZAKAAT VERIFICATION FORM must be filled out by the time of the Islamic Bowl.

5. **Hajj** (pilgrimage of Makkah) A Muslim, at least once in his lifetime if physically and financially able to do so, is required to make a pilgrimage to the holy city of Makkah. Your group's pilgrimage will be fulfilled during THE RACE TO MAKKAH.

Zakaat Verification Form

City (group) name:

Directions: Although the giving of zakaat is a personal act of faith between the giver and God for which verification is not required, this form is used only as a part of the group interaction process. Each group should fill out all of the spaces on this form, including the signatures of those who witnessed the performances.

Locality	Service performed and performer	Person verifying performance	Title
Community			
Student Body			
Faculty			
Administrator			
Rival group in class			

Date:

Caliph's signature:

POPULAR PROVERBS

According to the *Arab World Notebook,* a publication intended for secondary students and compiled by Najdes: Women Concerned About the Middle East, proverbs are widely used throughout the Islamic World, especially among Arabs. While many sayings and proverbs are dated well before the time of Islam, Prophet Muhammad himself has been credited with tens of thousands. Understanding proverbs play an important part in learning the culture of a people. (Note: These proverbs are taken from *Arab World Notebook: Secondary School Level,* AWAIR: Arab World and Islamic Resources and School Sources, 1400 Shattuck Ave., Suite 9, Berkeley, CA 94709 (413) 704-0517.)

Directions: Read the Arab proverb; then write its equivalent in English.

1. Kindness will draw a bird.
2. The most preferred and honored role of women is that of mother and household educator.
3. Ten dervishes can sleep on one rug, but two kings cannot be accommodated in an entire kingdom.
4. Children are the pride of the Arabs.
5. Love is blind.
6. Too many cooks burn the food.
7. One hand does not clap.
8. Don't cut the tree that shades you.
9. Learning is a treasure whose keys are questions.
10. I'm a generous fellow, one who soaks himself in his lifetime; you'll know tomorrow when we're dead, which of us is the thirsty one.
11. When a man dies, his legs become longer.
12. God preserve us from the saying of "I."
13. When you see your son's mustache grow, don't hesitate to come down on his back.
14. The best way to success is through unity.
15. The beauty of man lies in the eloquence of his tongue.
16. If you see a lion's teeth, don't mistake it for a smile.
17. If you see two people getting along, one is carrying the burden.
18. Time is gold.
19. Need brings ways.
20. What comes with ease goes with ease.

Arabic Proverbs

VERSES FROM *THE QUR'AN* - 1

***Introduction** N. J. Dawood, in his translation of the Qur'an, states, "The Qur'an is the earliest and by far the finest work of Classical Arabic prose. For Muslims it is the infallible word of God, a transcript of a tablet preserved in heaven, revealed to the Prophet Muhammad by the Angel Gabriel. Except in the opening verses and some few passages in which the Prophet or the Angel speaks in the first person, the speaker throughout is God."*

Historically, Dawood points out, the verses of the Qur'an were written during Prophet Muhammad's lifetime on anything at hand, such as palm-leaves, stones, or any other material that could be inscribed. After Prophet Muhammad's death in 632, these verses were collected into an authorized version of the Qur'an during the caliphate of Othman, 644-56. It is this version which Muslims recognize as the authoritative word of God.

In the verses which follow, the reader should realize that God is speaking directly to His human creation using the editorial "We" mostly, but also using "He" as being pronouns referring to Himself.

Your task is to analyze one of the verses and be able to explain what the verse means in relationship to life, today, to meet the Salaat activity requirement.

The Exordium

In the name of Allah, the Compassionate, the Merciful.

Praise be to Allah, Lord of Creation,
The Compassionate, the Merciful,
King of Judgment-day!
You alone we worship, and to You alone we pray for help.
Guide us to the straight path
The path of those whom You have favoured,
Not of those who have incurred Your wrath,
Nor of those who have gone astray.

Night

"...For him that gives in charity and guards himself against evil and believes in goodness, We shall smooth the path to salvation; but for him that neither gives nor takes and disbelieves in goodness, We shall smooth the path of affliction. When he breathes his last, his riches will not avail him ...."

Abraham

"Do you not see how Allah compares a good word to a good tree? Its root is firm and its branches are in the sky; it yields it fruit in every season by Allah's leave. Allah gives parables to men so that they will take heed. But an evil word is like an evil tree torn out of the earth and shorn of all its roots."

VERSES FROM *THE QUR'AN* - 2

> "Remember Allah always, so that you may prosper ... "

Friday

"Believers, when you are summoned to Friday prayers, hasten to the remembrance of Allah and cease your trading. That would be best for you, if you but knew it. Then, when the prayers are ended, disperse, and go in quest of Allah's bounty. Remember Allah always, so that you may prosper... Say: 'That which Allah has in store is far better than any merchandise or merriment. Allah is the Most Munificent Giver.'"

Counsel

"...Let evil be rewarded with like evil. But he that forgives and seeks reconcilement shall be rewarded by Allah. He does not love the wrongdoers.

Those who avenge themselves when wronged incur no guilt. But great is the guilt of those who oppress their fellowmen and conduct themselves with wickedness and injustice. These shall be sternly punished."

Repentance

"Believers, why is it that when it is said to you: 'March in the cause of Allah,' you linger slothfully in the land? Are you content with this life in preference to the life to come? Few indeed are the blessings of this life, compared to those of the life to come.

If you do not fight, He will punish you sternly and replace you with other men. You will in no way harm Him, for Allah has power over all things."

The Cow

"Righteousness does not consist in whether you face towards the east or the west. The righteous man is he who believes in Allah and the Last Day, in the angels and the Scriptures and the prophets; who for the love of Allah gives his wealth to his kinfolk, to the orphans, to the needy, to the wayfarers and to the beggars, and for the redemption of captives; who attends to his prayers and pays the alms-tax; who is true to his promises and steadfast in trial and adversity and in times of war. Such are the true believers; such are the God-fearing."

***Note:** These verses are taken from the English translation made by N. J. Dawood and published by Penguin Classics, 1974.*

PROFILE SHEET: Mu’awiyah I - 1

You are the caliph representing Damascus. You reigned from 661 to 680. Introduce yourself, “Assalam aleikoom. Ismi (my name is) Mu’awiyah I.” You will need to know the following information for the interviews you are about to face.

Personal

- I was born about 602.
- I succeeded Caliph Ali, Prophet Muhammad’s son-in-law, who was the last of the “Rightly Guided” caliphs.
- I consolidated Arab power from the deserts of North Africa to eastern Persia.
- My caliphate established the Umayyad dynasty.
- My son, Yazid, was appointed to succeed me.

Contributions during my reign

- I moved the capital from Medina to Damascus, reflecting the expansion of Islamic power outside of Arabia.
- I established the idea of a true dynasty, having citizens of my empire swear fealty to Yazid, my son.
- I established post offices and chancelleries to improve communications.
- My reign was democratic in a sense, because I listened and frequently acted on advice/views of my counselors.
- Under the Umayyad Dynasty, Islamic culture became distinctive.
- Islamic currency—gold dinars and silver dirhams—were minted.
- Public works projects were constructed during my reign.
- My dynasty created a vast communication and postal system.

PROFILE SHEET: Mu'awiyah I - 2

Cultural topic: Philosophy

- As with so many subjects, Islam borrowed from the Greeks, studied them intensely, and returned them through Muslim Spain to Christian Europe.
- The Arab word for philosophy is "falsafa," which means "knowledge of the universe."
- In particular Aristotle's theories fascinated Muslims. The Muslims rescued and preserved most philosophy manuscripts, translated and discussed them, and wrote extensive commentaries on them.
- Many Muslim philosophers branched off into other intellectual pursuits, especially mathematics. One such man was Ibn Sina (Avicenna) who was also a famous physician.
- In Baghdad, the House of Wisdom translated ancient Greek manuscripts (especially philosophy).

Questions you will be asked

1. Will you tell us something about yourself personally—and the years of your reign?
2. What personal characteristic or values of yours helped or hindered your caliphate?
3. Tell us about the contributions you or your reign bequeathed or left to Islam, and hence to world culture.
4. Of what achievement are you most proud?
5. On what cultural topic are you an authority or expert?
6. Relate to us how Islam originated or advanced something in this particular cultural field.
7. Summarize for us why your visit is so important to our study of Islamic history and civilization.

PROFILE SHEET: Abd al-Malik - 1

You are the caliph representing Cairo. You reigned from 685 to 705. Introduce yourself, "Assalam aleikoom. Ismi (my name is) Abd al-Malik." You will need to know the following information for the interviews you are about to face.

Personal

- I was born in 646 or 647.
- I succeeded Caliph Marwan ibn al-Hakam in 685.
- I ruled the Umayyad Dynasty for 20 years.
- I continued the expansion of the Islamic Empire, while at the same time made valuable contributions in culture.
- I was nicknamed "Dew of the Stone" for my frugality.
- Although I had a calm nature I could get tough if necessary.
- During one peaceful interlude, I wrote poetry and patronized literary works.
- I had eight wives and helped raise 15 sons, of whom four followed me as caliph.
- A wise and tenacious leader, I brought peace and prosperity to a war-torn empire.

Contributions during my reign

- Arabic was made the official language of the growing empire.
- This change enabled the Umayyad Dynasty to control the many diverse peoples and cultures within the empire.
- One language, too, meant that all government, business, and religious affairs were done in one tongue. Anyone who wished to conduct or transact within the empire had to speak/write in Arabic.
- I further unified the empire by adopting a system of coinage. It was a "pure" Islamic coinage—inscribed with sayings from the Qur'an and in Arabic.
- I instituted a vast public works program—mosques went up all over the empire.
- I completed the construction of the Dome of the Rock in Jerusalem in 691.

PROFILE SHEET: Abd al-Malik - 2

Cultural topic: Mathematics

- Islam developed, popularized, and spread the use of Arabic numerals, which were borrowed from the Hindus. Examples of these are: 1, 2, 3, 4, 5, etc. This adoption included the decimal system and the concept of zero. Zero derives from the Arabic word "sifr."
- By doing this, it would be easier to deal with larger numbers in computations.
- Arabic numerals became the foundations—and essential component—of physics, chemistry, and astronomy.
- Islamic scholars were fascinated with numbers and spent hours working out difficult mathematical problems.
- From simple mathematics, they advanced to algebra, which Islamic scholars advanced from elementary kinds begun by the Hindus and the Greeks.
- In Arabic, "al-jibr" (algebra) means bringing together unknowns to match a known quantity."
- From algebra, Muslims jumped to solid geometry, trigonometry, optics, and astronomy.

Questions you will be asked

1. Will you tell us something about yourself personally—and the years of your reign?
2. What personal characteristic or values of yours helped or hindered your caliphate?
3. Tell us about the contributions you or your reign bequeathed or left to Islam, and hence to world culture.
4. Of what achievement are you most proud?
5. On what cultural topic are you an authority or expert?
6. Relate to us how Islam originated or advanced something in this particular cultural field.
7. Summarize for us why your visit is so important to our study of Islamic history and civilization.

Arabic Numerals

123.0

PROFILE SHEET: Al-Mansur - 1

You are the caliph representing Baghdad. You reigned from 754 to 775 Introduce yourself, "Assalam aleikoom. Ismi (my name is) Al-Mansur." You will need to know the following information for the interviews you are about to face.

Personal

- I was born circa 704-714.
- I was known as "The Victorious."
- I was tall, slender, brown-bearded, and a generous patron of letters, arts, and sciences.
- I was the second caliph of the Abbasid Dynasty, after the fall of the Umayyads.
- To gain power, I had to put down uprisings.
- I was a man of great ability, and I created a splendid court and palace life, with elaborate ceremony and expensive trappings. However, I tried to still live a simple life myself.
- I died on a pilgrimage to Makkah.

Contributions during my reign

- One of my first major decisions was to move the empire's capital city from Damascus (in Syria) to Baghdad (in Mesopotamia), about 400 miles southeasterly.
- Built in only four years, the new capital was constructed in three concentric circles with a two-mile diameter.
- I thought it wise to move because the land between the Tigris and Euphrates rivers was rich in agriculture, potential tax revenues, and it would be at the crossroads of many vital trade routes. Baghdad soon became a "world marketplace."
- During my reign, Islamic culture lost its Arabian flavor, yet new ideas from all over the empire enriched and energized Islam.
- Arabic, however, remained the language for religion, education, and literature.
- As caliph, I patronized the arts; I reorganized the government.

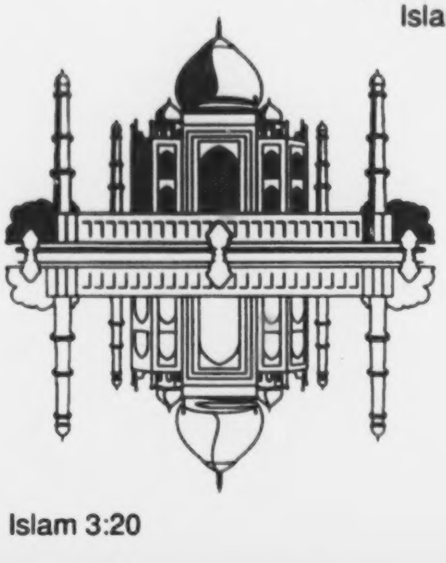
PROFILE SHEET: Al-Mansur - 2

Cultural topic: Architecture

- All Islamic art, including architecture, is a blend of beauty and function; architecture may be its major artistic cultural achievement
- Muslim architecture showed a religious influence—mosques, where Muslims worship, became large and very decorative.
- Minarets, towers where muezzins call the faithful to prayer, became splendid in design, too.
- The capital of Baghdad, built in four short years, was a circular city of three concentric circles with a two-mile diameter. It eventually became a dazzling city.
- Because of restrictions on showing the prophet and other humans, geometric and arabesque designs and decorations graced Islam's buildings.
- Perhaps the most beautiful examples of Muslim architecture are the great Mosque of Cordova, the Alhambra in Granada, Spain, the Taj Mahal in India, and the Dome of the Rock in Jerusalem.

Questions you will be asked

1. Will you tell us something about yourself personally—and the years of your reign?
2. What personal characteristic or values of yours helped or hindered your caliphate?
3. Tell us about the contributions you or your reign bequeathed or left to Islam, and hence to world culture.
4. Of what achievement are you most proud?
5. On what cultural topic are you an authority or expert?
6. Relate to us how Islam originated or advanced something in this particular cultural field.
7. Summarize for us why your visit is so important to our study of Islamic history and civilization.



PROFILE SHEET: Harun al Rashid- 1

You are the caliph representing Medina. You reigned from 786 to 809. Introduce yourself, "Assalam aleikoom. Ismi (my name is) Harun al Rashid." You will need to know the following information for the interviews you are about to face.

Personal

- I was born circa 763-766 and became a caliph at age 23.
- I was known as "Aaron the Upright."
- I was considered festive and cultured, despotic and violent, generous and humane, and fond of good, well-told stories.
- Many stories in *1001 Arabian Nights* are about me.
- As a child, I was educated in the Qur'an, Hadith, poetry, music, history, and law.
- I became the fifth caliph of the Abbasid dynasty and ruled during the height of the Islamic Empire.
- Before I became the caliph, I lead expeditions against the Byzantine Empire and negotiated peace.
- I became known as al-Rashid, "one who follows the right path."
- I was a great ruler, and I possessed a lavish court described in literature as fanciful.
- I died in 809 at age 45.

Contributions during my reign

- During my reign trade expanded, industry flourished, and prosperity increased.
- I was Islam's most famous and greatest caliph known as a skilled politician and administrator, a valiant military leader, and a very generous patron of arts, literature, and science.
- I was a model of sorts, having skills of a poet and scholar.
- Compared with my contemporaries—Princess Irene in Constantinople and Charlemagne in France—I surpassed both in splendor, power, prestige, wealth, and cultural achievement.
- At my death—prematurely I must say—I left a surplus in the state treasury.

PROFILE SHEET: Harum al Rashid- 2

Cultural topic: Literature

- Literature, especially poetry, is considered Islam's most original creative expression.
- Islam's literature began with Bedouin poets, using a flexible and expressive language.
- Islamic poetry reflected the transformation of Islam from nomadic to urban life.
- Thousands of poems came out of Islam's Golden Age and were meant to be sung and recited aloud in Arabic.
- Poets attempted to compress great meaning into very few words.
- Great literary achievements to world culture include Omar Khayyam's *Rubaiyat* (companionship and love are themes) and *A Thousand and One Arabian Nights* (a collection of folk tales that include Aladdin and his Lamp and Sinbad the Sailor). The Qur'an, too, is another masterpiece.
- Additionally, Muslims advanced the art of bookmaking from the Chinese. This helped spread learning. The first papermaking factory was in Baghdad.
- Islamic/Arabic words added to the world's vocabulary include sugar, guitar, orange, magazine, sheriff, zero, sandal, giraffe, racket, alcohol, alchemy, algebra, camphor, zenith, nadir, borax, coffee, haphazard, and elixir.

Questions you will be asked

1. Will you tell us something about yourself personally—and the years of your reign?
2. What personal characteristic or values of yours helped or hindered your caliphate?
3. Tell us about the contributions you or your reign bequeathed or left to Islam, and hence to world culture.
4. Of what achievement are you most proud?
5. On what cultural topic are you an authority or expert?
6. Relate to us how Islam originated or advanced something in this particular cultural field.
7. Summarize for us why your visit is so important to our study of Islamic history and civilization.

PROFILE SHEET: Abd-al Rahman III

You are the caliph representing Cordova. You reigned from 912 to 961. Introduce yourself, "Assalam aleikoom. Ismi (my name is) Abd-al Rahman III." You will need to know the following information for the interviews you are about to face.

Personal

- I was born in 891 and came to power at age 21 as caliph of the Umayyads in Spain ("Andalus").
- I was a man of refinement and was famous for my generosity. However, I found it necessary to show a strong hand in putting down a rebellion in Seville and Toledo.
- I took personal charge of my military campaigns and often took the field beside my troops in battle.
- My reign in Spain was one of the longest of any caliph in Islam's history.

Contributions during my reign

- During my reign in faraway Spain, I had to defend my reign against Christian attacks to the north and often rival Muslims in the south to maintain my western empire.
- I naturally increased the size of the military to deal with almost continual strife in Islam's western empire, and, as a result, enjoyed a balance of power among my neighbors.
- I was tolerant of Christians and Jews in Muslim Spain.
- Under my reign, agriculture flourished and, using new irrigation techniques, crops, such as figs, almonds, cherries, bananas, and cotton, were introduced to the west.
- Cordova, in my reign, became, said one, "The Constantinople of the Western Mediterranean."
- I assumed the title: "Commander of the faithful and defender of the faith."

PROFILE SHEET: Abd-al Rahman III - 2

Cultural topic: Art/design

- Islam contributed greatly to the field of art. It was distinctive and it has endured.
- As in all aspects of Islam's life, religion was a force in its art—and is reflected in subject matter, form, and design.
- Art decorated many buildings, books, paintings, and objects (jars, door knockers, etc.).
- With some restrictions on picturing people, Muslims substituted and decorated with geometric and arabesque designs—an endless variety of shapes, forms, and curvy lines, often in the abstract.
- Connected to this was calligraphy, elegant artistic writing—a skill treasured by Muslims.
- Art was also seen in ceramic tile in which Muslims excelled, using a secret process which glazed and fired tiles with a metal oxide coating.

Questions you will be asked

1. Will you tell us something about yourself personally—and the years of your reign?
2. What personal characteristic or values of yours helped or hindered your caliphate?
3. Tell us about the contributions you or your reign bequeathed or left to Islam, and hence to world culture.
4. Of what achievement are you most proud?
5. On what cultural topic are you an authority or expert?
6. Relate to us how Islam originated or advanced something in this particular cultural field.
7. Summarize for us why your visit is so important to our study of Islamic history and civilization.

PROFILE SHEET: Ibn Sina - 1

You are a man of science representing Jerusalem. You lived from 980 to 1037. Introduce yourself, "Assalam aleikoom. Ismi (my name is) Ibn Sina." You will need to know the following information for the interviews you are about to face.

Personal

- I was never a political, military, or religious figure—nor a caliph. My fame rests on my brilliance as a physician and philosopher.
- I was born in 980 in Persia. As a child scholar, I mastered geometry, logic, literature, mathematics, physics, and astronomy. At 10, I memorized the Qur'an.
- I became a skilled and famous physician and served several caliphs.
- I, Ibn Sina, known to westerners as Avicenna, was a great name in diagnosing/treating diseases.
- In a sense, my life seems like an adventure story—full of intrigue, imprisonment, but mostly achievement.
- My name at birth was Abu Ali Alhusayn Ibn Abd Allah Ibn Sina.
- I'm "one of the great minds of all times."

Contributions during my life

- I'm probably the most famous Islamic scientist/physician/philosopher of all time.
- My fame was not restricted to the Muslim world. I was respected in Europe as well and was called Avicenna there.
- I wrote more than 100 books on subjects which included music, philosophy, medicine, astronomy, and poetry.
- My works on philosophy later influenced Christian thinkers.
- My work on medicine, *Canon of Medicine,* was a distillation of what Greeks, Arabs, and Muslims knew about the diagnosis and treatment of diseases at the time. It remained the standard text in both the Muslim and Christian worlds for 600 years.
- I was called the "Prince of Physicians."

PROFILE SHEET: Ibn Sina - 2

Cultural topic: Science/medicine

- Although initially influenced by ancient Greek and Indian texts, Muslim men of science and medicine made original contributions to their fields.
- Muslims scholars excelled in the fields of medicine, mathematics, science, and the liberal arts. Their respective contributions were responsible for bringing Europe out of the Dark Ages and into the Renaissance.
- Muslim doctors had to pass tests to enter their profession. Supervised pharmacies and hospitals were all over the Islamic world.
- Muslim geographers improved the astrolabe for sea travel, and they used the magnetic compass to produce the mariner's compass.

Questions you will be asked

1. Will you tell us something about yourself personally—and the years you lived?
2. What personal characteristic or values of yours helped or hindered your life?
3. Tell us about the contributions you or your reign bequeathed or left to Islam, and hence to world culture.
4. Of what achievement are you most proud?
5. On what cultural topic are you an authority or expert?
6. Relate to us how Islam originated or advanced something in this particular cultural field.
7. Summarize for us why your visit is so important to our study of Islamic history and civilization.

GALEN
EUCLID
PLATO
ARISTOTLE

QUESTIONS FOR THE CELEBRITIES

Group Instructions: Just before you meet the caliphs and Ibn Sina, your group should review the questions which follow and then decide who will ask which question—dividing them up so everyone asks at least one to each of the six celebrities visiting your "tent." As each one enters, saying, 'Assalaam aleikoom,' return the greeting with, 'Wa aleikoom assalaam,' be quiet and courteous. If you can, ask short follow-up inquiries to further query who the celebrity is personally, his contributions to Islam, and some information about Islam's cultural achievements. Each celebrity is an authority on at least one cultural topic. Write some brief responses on the MEET THE CALIPHS note-taking form. The celebrities will rotate from tent to tent every five to seven minutes. Welcome each celebrity saying, "salaam aleikoom" followed by his name. End the interview saying, "Jazaak Allahu khairun (may God bless you with the best of His rewards). Ma'a salama (go with peace)."

Questions*

1. Will you tell us something about yourself personally—and the years of your reign?
2. What personal characteristic or values of yours helped or hindered your caliphate?
3. Tell us about the contributions you or your reign bequeathed or left to Islam, and hence to world culture.
4. Of what achievement are you most proud?
5. On what cultural topic are you an authority or expert?
6. Relate to us how Islam originated or advanced something in this particular cultural field.
7. Summarize for us why your visit is so important to our study of Islamic history and civilization.

* Slightly alter Questions 1-4 for Ibn Sina.

Meet the Caliphs

Islamic name ____________________

Real name ____________________

1

Directions: Fill in responses to your group's questions as the caliphs visit your "tent." Find out who they are personally, for what contributions they take credit, and of what cultural achievements Islam can be proud.

Mu'Awiyah I of who reigned from to .

1. Personal characteristic: ____________________
2. Chief contribution: ____________________
3. Thing most proud of: ____________________
4. Cultural expert in: ____________________
5. Islamic contribution to his field: ____________________
6. Anything else we should know: ____________________

Abd Al Malik of who reigned from to .

1. Personal characteristic: ____________________
2. Chief contribution: ____________________
3. Thing most proud of: ____________________
4. Cultural expert in: ____________________
5. Islamic contribution to his field: ____________________
6. Anything else we should know: ____________________

Al Mansur of who reigned from to .

1. Personal characteristic: ____________________
2. Chief contribution: ____________________
3. Thing most proud of: ____________________
4. Cultural expert in: ____________________
5. Islamic contribution to his field: ____________________
6. Anything else we should know: ____________________

Meet the Caliphs

Islamic name ____________________ **2**

Real name ____________________

Directions: Fill in responses to your group's questions as the Caliphs visit your "tent." Find out who they are personally, what contributions they take credit for, and what cultural achievements Islam can be proud of.

Harun Al-Rashid of who reigned from to .

1. Personal characteristic: ____________________
2. Chief contribution: ____________________
3. Thing most proud of: ____________________
4. Cultural expert in: ____________________
5. Islamic contribution to his field: ____________________
6. Anything else we should know: ____________________

Abd Al Rahman III of who reigned from to .

1. Personal characteristic: ____________________
2. Chief contribution: ____________________
3. Thing most proud of: ____________________
4. Cultural expert in: ____________________
5. Islamic contribution to his field: ____________________
6. Anything else we should know: ____________________

Ibn Sina of who lived from to .

1. Personal characteristic: ____________________
2. Chief contribution: ____________________
3. Thing most proud of: ____________________
4. Cultural expert in: ____________________
5. Islamic contribution to his field: ____________________
6. Anything else we should know: ____________________

INTRODUCTION TO PROPHET MUHAMMAD

Directions: Your teacher will either role-play one of Prophet Muhammad's companions (people who knew him and joined his community) or lecture to you on the most important person in the Islamic faith, Prophet Muhammad. Before you meet this knowledgeable person, you will be required to remove your shoes and wash your hands. While conducting the interview you will sit on "prayer blankets." Use the customary Islamic greeting when the companion enters. He will answer each question in order. On a separate sheet of paper keep careful notes while the prophet's companion is speaking. Be prepared to write a short essay describing the life of Prophet Muhammad: Who was he, what was his message, where did he live; when did he live; why was his life so important.

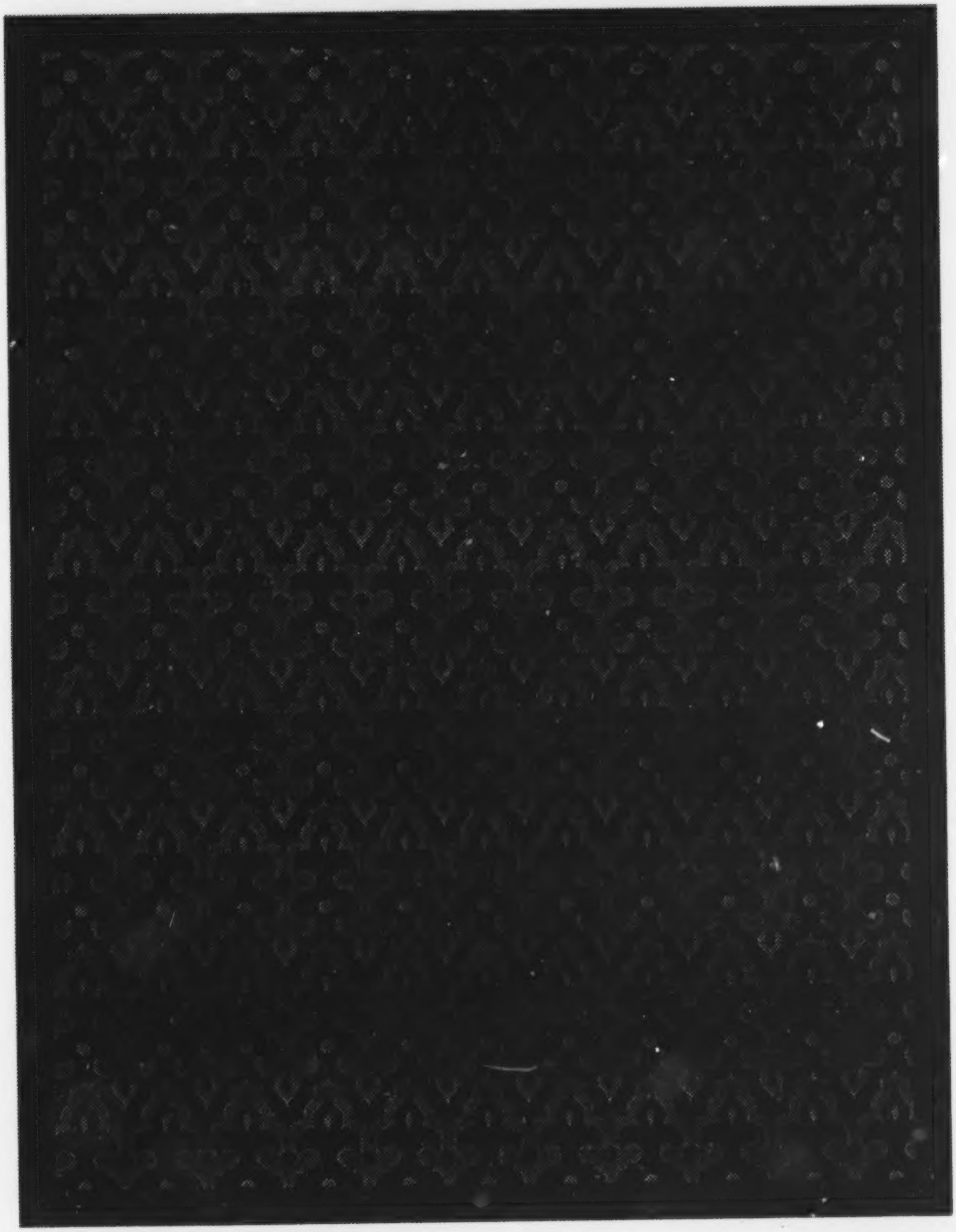
Questions for the companion

1. When and where were Prophet Muhammad born?
2. Who were his mother and father and what clan and tribe was he from?
3. After Prophet Muhammad was orphaned at the age of six, who raised him?
4. Describe a caravan in your time.
5. When and how did Prophet Muhammad receive God's Message?
6. Why did Prophet Muhammad flee to Medina in 622?
7. When did Prophet Muhammad return to Makkah?
8. Was Prophet Muhammad married?
9. Tell us about his personal life: hobbies, interests, friends?
10. Did he participate in any jihads?
11. Who was Abu Bakr?
12. Prophet Muhammad is God's messenger and the final prophet. How does God speak through Prophet Muhammad?
13. Muslims regard Prophet Muhammad as the seal of all God's prophets, but was his status higher than that of other prophets?
14. What was Prophet Muhammad's opinion of Jesus and Christians?
15. We have heard that Prophet Muhammad didn't actually write any of God's teaching, why not?
16. What will hell or heaven be like?
17. Why is the sacred Kaaba in Makkah so important?
18. Did Prophet Muhammad ever dream that Islam would be the second largest religion in the world?
19. Can you describe the circumstances in which Prophet Muhammad made his night journey to heaven?
20. Do you have any final words of advice for us?

PRAYER RUG DESIGN

Students:

Here is an example of a design which you might wish to draw and color on your piece of paper which will be your prayer rug. If you wish to have some other design, check art books in your school or local library for an appropriate design.



Phase 4: Festival Days (Days 11, 12)

Cairo

Jerusalem

Medina

Damascus

Baghdad

Cordova

Introduction

These days, usually two or three, require a different classroom set-up and approach. Follow the directions below for achieving successful presentations.

1. Let the caliphs of each group draw a slip of paper designating when his/her group (city) will make its presentation. Allowing approximately 20 minutes for each group, you can accommodate three groups per class period.
2. Note carefully the rules on the FESTIVAL PRESENTATIONS handout and make the students abide by them.
3. Set up your classroom in theater fashion with the desks in a U configuration. The group giving the presentation will use the cleared section as a stage.
4. Meet often with the groups during the Caravan and Oasis phases to insure they are preparing something worthwhile; yet something interesting as well.
5. You may want to evaluate each presentation using the following as a guideline:

Item	**Dirhams** (1-20)
Subject matter quality:	________
Subject matter quantity:	________
Group participation:	________
Total:	________

6. Save the preparation sheets used by your best groups in this section for use next year in introducing this assignment.

FESTIVAL PRESENTATIONS - 1

Rules

Follow these six rules as you prepare and carry out your presentation.

a. All members of your group must be part of the group presentation. You may work individually, as a pair, or other configuration.
b. The group presentation must have an introduction and a conclusion. Your presentation will likely include two or more projects from the four project clusters.
c. The group presentation will likely last about 10-15 minutes. (Your teacher will set a time limit.)
d. Before you begin, list on the chalkboard a bibliography (the sources you consulted for your project).
e. During your presentation, members must teach at least four facts on which the rest of the class may take notes.
f. ***Important:*** Check with your teacher so that your group is preparing and presenting different projects than other groups.

Drama/music projects

1. Research the story of *1001 Arabian Nights* then dramatize a story or myth from that book.
2. Using recordings or authentic instruments present a musical demonstration of the music Arabs enjoy. Maybe invite a guest musician.
3. Create a play, poem or presentation on the life of the ancient Bedouins or nomads of the desert.
4. Prepare a play or discussion on the mystic Islamic group—Sufis.

5. Research the long poetic work *The Rubiyat*, then write a skit dramatizing one of its verses.
6. Imitate a scene from a Hollywood movie about Arabs, then present a critique of why modern Muslims find such movies offensive.
7. Research dancing of the Arabs. Perform a dance with a narrator describing it.
8. Present a play on Arabic proverbs and their possible English meaning.
9. Write a mini-drama on the life of an Arab during Prophet Muhammad's time and the life of an Arab today.

FESTIVAL PRESENTATIONS - 2

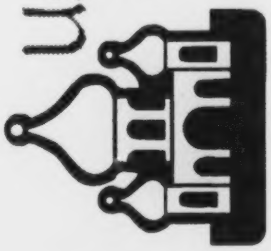
Research projects

10. Research, prepare, present information, and act out an Arab coffee ceremony.
11. Research and explain the Arabic alphabet. Use examples and involve the class in your presentation.
12. Present information on one or more major Arab contributions such as mathematics, medicine or literature.
13. Prepare a presentation on the Five Pillars of Faith.
14. Prepare a presentation on the importance of frankincense and myrrh to the Arabs. Perhaps burn some incense during your presentation.
15. Research Arabic games such as backgammon, or Sheidje, a game similar to checkers. Have the class play the game.
16. Bring in and present information on Arabic tents, carpets, or tapestries.
17. Prepare a presentation on the dromedary or camel, use slides, pictures, etc.

Art/graphics

18. Research Arab/Islamic designs and make a poster to present and explain.
19. Create a board game using facts about Arabs or Islam. Include the class.
20. Create a timeline on Muslim culture, history, or military conquests, using butcher paper or other material. Use pictures from magazines, drawings, etc.
21. Create a newspaper with headlines, photos, and articles.
22. Make a large map of the history of Arabs/Islam. Make a presentation on the geography of the Middle East and how it affected Arab history.
23. Design a title page for the Qur'an using the proper designs and writings. Then present information on the Qur'an itself.
24. Make a large tapestry with Arabic scenes or perhaps verses from the Qur'an.
25. Create and explain a jihad, perhaps depicting on butcher paper the Muslims defending themselves against their oppressors.
26. Collect pictures of Islamic/Arabic art and architecture. Mount them on posterboard. Explain them during your presentation.
27. Make and explain some examples of Arabic jewelry and describe the significance.
28. Use a chart or poster to describe the different cultures to which Muslim people belong.

Use a chart or poster ...



29. Using a timeline, chart, or map, compare the religions of Islam, Christianity, and Judaism.
30. Create a collage of contemporary Arab (Middle Eastern) current events.

Miscellaneous projects

31. Build a replica of the sacred Kaaba or a mosque or minaret. Present information on the symbolism of Islamic architecture and a history of the building you're presenting.
32. Prepare a presentation on any important current event which directly involves Arabs or the Islamic religion.
33. Present a debate or discussion on the subject of women's rights in past and present. Use the Qur'an to defend or reject it.

past
past
Women's Rights
past
present

34. Research and present an Arab fashion show depicting male and female styles from different regions, ages, etc.
35. Present a paper on modern-day agriculture in one of the Muslim countries.
36. Become a Muslim warrior during the crusades or during an ancient jihad. Explain weapons, tactics, etc.
37. Make Muslim food. Nomadic Arabs use camel and goats milk, rice, dates and other fruits and vegetables. Urban Muslims serve a more sophisticated cuisine. Several recipes are provided on pages 4:5-7.

FESTIVAL PRESENTATIONS - 4

Recipes from the Islamic World

Muslims throughout the Islamic World serve a great variety of foods. Freshness and cleanliness is paramount. Muslims do not use pork or any foods made with pork products, such as lard, pork bacon, etc. Observant Muslims will use only meats that are "halal," which is the equivalent of "kosher." Grains, especially rice and burghul (or cracked wheat known as "bulgar"), breads, fresh vegetables, and fruits are widely used. A perfect accompaniment to all dishes is a large platter of sliced fresh, crisp vegetables, such as carrots, celery, cucumber, wedged tomatoes, leaves of Romaine lettuce, cheese, and olives.

Hummous—Garbanzo Bean Dip

Area: Arab Middle East

1 one-pound can of garbanzos with 1/4 cup of its liquid
Juice of 1/2 lemon (add more to taste)
1 medium clove garlic, diced or crushed
1/2 teaspoon salt
4-5 tablespoons Tahini (Sesame creame or paste, sold in many health food stores)

Directions: Place ingredients into a blender. Blend into a smooth, thick paste. Remove to a bowl. Garnish in lines like wheel spokes with ground cumin and paprika. Options: Indent center and pour in olive oil. Can be served warm or cold. Serve with Arabic bread (pita or pocket bread) sliced in quarters. If not available substitute flour animal fat-free tortillas. Serves 6-8 students.

Baked Kibbi

Area: Arab Middle East

1 cup cubed very lean fresh raw lamb
2 cups fine burghul
2 medium onions
1 teaspoon salt
1/2 teaspoon ground black pepper (1/3 if milled)
Center layer for Kibbi
1-1/2 cups very lean ground fresh lamb
1 cup thinly sliced onions
1/2 cup pine nuts
1/2 teaspoon salt
1/4 teaspoon ground allspice
2 tablespoon butter or margarine

Directions: Grind onions once. Grind onions again with the raw cubed lamb. Grind twice with the rinsed, drained burghul, adding the salt and pepper, adding 1 tablespoon water as needed to keep mixture smooth. Spread 1/2 of the kibbi mixture into a greased 12' X 15" pan or baking dish evenly. Layer stuffing on top of first layer of kibbi. Pat down with a spatula and then add second half of kibbi mixture on top. Smooth with a spatula or fingers. Score thin diagonal lines on the top surface in a crisscrossing manner to create a diamond pattern. Bake in a preheated oven at 350 degrees for 20 minutes. Let stand ten minutes before slicing along diagonal lines. Serve hot or cold with optional yoghurt and cucumber sauce. ***For the center layer:*** Brown pine nuts in 1 tablespoon butter or margarine. Set aside. Brown onions. Add 1 tablespoon butter or margarine, ground lamb, salt and allspice and brown until cooked but still moist. Set aside. Serves 8-10 students

Yoghurt and Cucumber Sauce
Area: Most Muslim countries

2 cups plain yoghurt
1 large peeled, deseeded cucumber and finely chopped
1/4 teaspoon salt
1 small glove garlic, well crushed and chopped
Fresh chopped leaves of mint, if available, or
1/2 teaspoon crushed dried mint

Directions: Blend all ingredients together. Garnish with some reserved fresh mint. Keep cold until served. Can be eaten with bread or with kibbi, rice, etc. Serves 8-10 students

Dhal
Area: Pakistan, India, Bangladesh

1 cup yellow or red lentils
3 1/2 cups water
1/2 medium onion, thinly sliced
2 cloves garlic, crushed
1/4 teaspoon ground ginger
1 teaspoon ground coriander
1/4 teaspoon ground turmeric
1/2 tablespoon butter or margarine
Pinch red cayenne pepper (optional)
Salt to taste

Directions: Sauté onions, add water and all ingredients. Bring to a boil the reduce to simmer. Cook for about 50 minutes or until lentils are cooked then mash lentils slightly to thicken mixture. After removing to a serving dish dhal can be topped with a mixture of ground cumin, garlic powder, and red cayenne pepper to taste. Serve with steamed rice. Serves 6-8 students.

Arabic bread

Area: Most of the Muslim World, especially the Arab Middle East

5 pounds all-purpose flour
1/4 cup sugar
2 tablespoons salt (use proper measuring spoon).
1 package dry yeast dissolved in 1/4 cup lukewarm water.
2 tablespoons olive oil
6 cups very warm water

Directions: Pre heat oven to 525 degrees. In a large pan mix flour, sugar and salt. Add 6 cups very warm water and mix until absorbed. Add softened yeast and knead at least 5-8 minutes. (The best texture is derived from longer kneading). Cover dough and let stand 5 minutes. Spread 1 tablespoon olive oil over top of dough and 1 tablespoon on the sides of the pan. Cover pan with plastic wrap. Cover in several towels and let rise for 3 hours.

Cut off 12 medium orange-sized pieces of risen dough with side of hand. Gently form into balls, tucking the dough underneath as you round and smooth the surface. Let formed dough balls rest for 30 minutes on a dry cloth placed over a folded towel surface and cover with another clean cloth an cover with another folded towel.

On a lightly flour coated surface, roll out each dough ball to a 7" diameter, 3/8" thick disc. Let rest for 1 hour on a dry cloth on a folded towel and cover with another clean cloth and folded towel.

Bake for 5-6 minutes on an ungreased baking sheet on bottom rack of oven until undersides are light brown then move to middle rack and broil tops for about 1/2 minute until light, golden brown. The round, flat loaves of Arabic bread will puff up as they bake and then collapse on their own as they cool.

Cut into quarters and serve as bread, or cut in half and stuff pockets with sandwich items. Makes 24 flat loaves.

Dolomat al-lahem al-Baghdadiah—Stuffed vegetables

Area: Iraq

2 pounds fresh raw lean ground meat; lamb, beef, or both
2 cups uncooked long grain rice
1/2 cup chopped mint (fresh, if available, or dried)
1/2 cup chopped fresh parsley
1 cup water
1 large onion, chopped
2 tablespoons butter or margarine
Salt and pepper to taste
1 lemon, sliced into wedges
4-5 large lettuce leaves

Directions: Pre heat oven to 350 degrees. Mix all ingredients except lemon, water and lettuce leaves. Wash uncooked zucchini, yellow squash, bell peppers, tomatoes. Remove tops and set aside. Remove cores of all vegetables. Discard bell pepper cores. Chop other cores and add to above mixture. Stuff all vegetables with the stuffing. Replace tops and secure with flat toothpicks. Layer baking dish with lettuce leaves and place stuffed vegetables on top. Melt butter or margarine in one cup of water and pour over the vegetables. Cover with lid or aluminum foil and bake in oven at 350 degrees for about 1 hour or until all water has evaporated. Serve on a large platter with wedges of lemon. One stuffed vegetable per student.

Sate—Shish kabaab with peanut butter sauce

Area: Indonesia

2 pounds very lean beef steak—cut in 3/4" cubes—or chicken breast strips can be substituted
1 tablespoon vinegar
3 tablespoons light soy sauce
2 tablespoons melted butter or margarine
Disposable bamboo skewers

Directions: Mix soy sauce, vinegar and margarine in a deep bowl. Add the cubed meat and mix well. Let stand 45-60 minutes. Arrange 4-6 cubes of meat on each bamboo skewer and barbecue over charcoal. Marinade occasionally with remaining marinade.

Sauce for dipping:
1 cup unroasted skinned peanuts
2 cloves garlic
1/4 teaspoon ginger root
Pinch Red Cayenne pepper
1 tablespoon butter or margarine
4 tablespoons cooking oil
1 tablespoon brown sugar
5 tablespoons light soy sauce
2 cups water

Directions: Fry peanuts in cooking oil until brown. Drain and cool. In a blender grind ginger, garlic, and red cayenne pepper. Remove to pan and sauté in butter or margarine. Grind peanuts in blender very fine. Add water and blend. Add sautéed mixture and blend, adding sugar and soy sauce. Remove to a small pan and cook 10 minutes.

Tadjin aux aubergines—Eggplant with meat
Area: North Africa

2 eggplants
Stuffing
2 pounds very lean lamb or beef, cut into 1" cubes.
2 medium onions, sliced
1 clove garlic, crushed
Salt and pepper to taste
1 teaspoon saffron
3 sprigs parsley, chopped
5 peeled and deseeded medium tomatoes, coarsely chopped
4 tablespoons butter or margarine
2-1/2 cups hot water

Directions: Peel 2 large eggplants lengthwise and slice into 3/4' slices. Scrape off surface seeds and discard. Soak slices in lightly salted water. Let stand while preparing mixture. ***For stuffing:*** In a pan, sauté meat, onions, salt, pepper, and saffron in butter or margarine. When golden brown add parsley, tomatoes and garlic. Simmer until meat is tender (about an hour). Drain eggplant slices and pat dry and fry in a separate fry pan in butter or margarine until both sides are golden brown. Remove and drain on paper towels to remove excess oil. Return to fry pan and add other cooked ingredients. Cover and simmer for about 5-8 minutes. Serve with steamed rice. Serves 6-8 students.

Cucur udang—Whole prawn fritters

Area: Malaysia

2 pounds medium prawns, cleaned and shelled with tail left on.
Canola or vegetable oil for deep frying 1 1/2 Cups flour
2 teaspoons baking powder
1 teaspoon salt
1/4 teaspoon black pepper
1 beaten egg
1/2 cup milk
1 tablespoon grated fresh onion
4 tablespoons water

Directions: Make a smooth batter from all ingredients except prawns and oil. Add washed, pat-dried prawns to batter. Heat oil until very hot (375 degrees-380 degrees). Use teaspoon to scoop each prawn with batter and drop carefully into hot oil 4-6 at a time. Remove with slotted metal spoon and drain on paper towels. 2-3 fritters per student.

Optional dipping sauce for sate

2 tablespoons light soy sauce
2 tablespoons sesame oil
2 tablespoons rice vinegar
1/4 teaspoon salt
1/4 teaspoon brown sugar (optional)

Optional ingredients for variety; one of the following:

1/2 teaspoon chile oil
1/2 teaspoon horseradish
1/2 teaspoon hot mustard

Cook Books featuring Muslim recipes

- "Muslim Cookery"
  The Ottawa Muslim Women's Auxiliary
  515 St. Laurent Blvd., # 808
  Ottawa, Canada KIK 3X5
- "Muslim World Cook Book"
  American Trust Publications
  10900 W. Washington St.
  Indianapolis, IN 46231
- "Arabic Cook Book"
  Najda
  P.O. Box 7152
  Berkeley, CA 94707

Phase 5: Islamic Bowl (Day 13)

Introduction

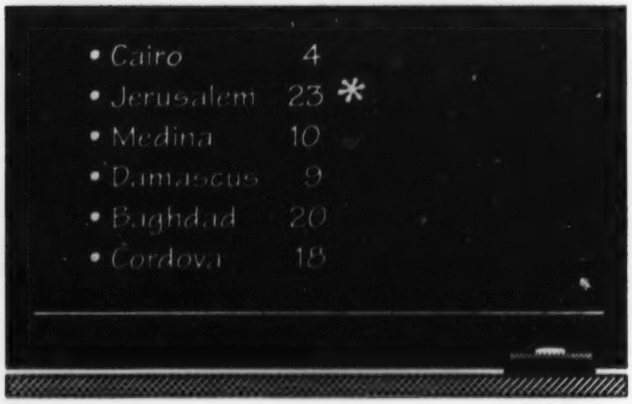
This phase is the final activity in ISLAM. It is designed to review important information learned as well as a final review for the final test. All groups must have completed these requirements to be eligible for the Islamic Bowl.

- Presented a project during Festival Days.
- Completed all Five Pillars of Faith.
- Have a minimum of 50 dirhams (or any number you choose).
- Have a minimum of: three truth cards, four fact cards, and three trivia cards
- Complete and turn in their CARAVAN LOG.

Preparation

The quizmaster will want to go "down the line," giving points (dirhams) for correct answers—but no points for incorrect answers. Thus, each city has an equal opportunity on each question before the quiz review. Alert students by giving up-to-date subtotals on the chalkboard so that all students know where their city stands right up until the Islamic Bowl begins.

1. Arrange the room so that it resembles a TV game show. You should be the emcee. (A suggested script is given on p. 5:2.)
2. Have each group pick two members to be their representative.
3. Try to arrange some game show type music and maybe have an intermission for venders selling dates, goats milk, etc.
4. Have a total sheet (perhaps on butcher paper) with a running total.
5. Proceed through all Quiz Cards that time will allow. Each correct answer earns five dirhams.
6. **Option:** Monitor the amount of dirhams each group has earned during the simulation and adjust dirhams earned accordingly. A little manipulation of the game might make it more competitive if one or two groups are far ahead. Another possibility is to only award points. At the end of the game award amounts of dirhams for first, second, etc. Subtract points for wrong answers. It is very important that you find a way for each group to participate in the Islamic Bowl (i.e., extra credit etc.).



SUGGESTED SCRIPT

SPEECH TIP

Speak enthusiastically—as the emcees do on TV quiz shows. Make sure contestants are wearing large, clear nametags. ...

"Assalam aleikoom, fellow Muslims. Welcome to the Islamic Bowl! Today we are going to review information you have learned during ISLAM. But first, let's introduce our contestants. From Cairo, we have _____ .From Cordova, we have _____. (In a like manner announce the other people for the remaining four cities. Have all names in advance.) Players remember the first hand up will be called on, and a wrong answer will subtract points. Now before we start, let me remind the audience to root for your favorite city and don't forget to take careful notes. Remember, the Arabian proverb: 'Learning is a treasury whose keys are questions.'

"Are we ready? Okay, for our first question...."

After all the questions have been used or time runs out say:

"Well, there you have it, the tally board shows the winner is _____ Congratulations! That's all we have time for. So until next time, 'in sha Allah, assalam aleikoom and Allahu akbar (God willing, may peace be with you, and there is none greater than God Almighty)' "